DOCUMENT RESUME

ED 336 286 SO 021 122

TITLE California Basic Instructional Materials in History--Social Science. Adoption Recommendations of the Curriculum Development and Supplemental Materials Commission to the State Board of Education 1990. Second Edition.

INSTITUTION California State Curriculum Development and Supplemental Materials Commission.; California State Dept. of Education, Sacramento.

REPORT NO ISBN-0-8011-0913-2
PUB DATE 12 Oct 90
NOTE 89p.
AVAILABLE FROM Bureau of Publications, Sales Unit, California Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.50).
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Elementary Education; Instructional Materials; Social Sciences; Social Studies; *State Standards; Textbook Evaluation; *Textbook Selection; United States History
IDENTIFIERS *California

ABSTRACT

The instructional textbooks for history-social science, K-8 grades, recommended for adoption in the state of California are described in this report. The rationales for recommendation of particular texts are provided, as well as those behind the decision not to recommend other materials. A number of special issues dealt with by the adoption committee also are discussed and include religion in history, cultural diversity and national identity, and technology and primary sources. (DB)

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California Basic Instructional Materials in

History–Social Science

# Adoption Recommendations

## of the Curriculum Development and Supplemental Materials Commission to the State Board of Education 1990

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Curriculum Development and Supplemental Materials Commission

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History–Social Science Subject Matter Committee

Approved by the California State Board of Education
October 12, 1990

CALIFORNIA DEPARTMENT OF EDUCATION • Sacramento

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## History–Social Science

Second Edition

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State Board of Education Action

On October 12, 1990, the California State Board of Education concluded the 1990 adoption of basic instructional materials in history–social science for kindergarten through grade eight. The State Board adopted the recommendations of the Curriculum Development and Supplemental Materials Commission (Curriculum Commission).

## Publishing Information

This document was published by the California Department of Education, 721 Capitol Mall, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

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ISBN 0-8011-0913-2

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# Introduction

## Significance of 1990 History–Social Science Adoption

July, 1990, can be viewed as a milestone in California's curriculum reform movement. The decisions reached in that month by California's Curriculum Commission in its review of instructional materials in history–social science represented a significant accomplishment after several years of effort.

The fact that only nine publishers submitted materials for California's 1990 history–social science adoption was a deep disappointment but no surprise, given the compression of the industry. Only two of the publishers submitting materials were found by the Commission to have produced materials equal to the high standards of California's curriculum reform. The Curriculum Commission finds much satisfaction in the significant improvements these two publishers have made in a field that has been under unremitting national criticism over the last decade for the serious shortcomings of the instructional materials now on the market and widely in use in the nation's schools.

California has demanded better, and its Curriculum Commission is gratified that this 1990 adoption process has yielded materials from two publishers which the Commission can recommend with confidence. Though few in number, the materials published by Houghton Mifflin and Holt, Rinehart and Winston have created a new standard in history–social science textbooks and will undoubtedly have lasting impact on the products other publishers will create in the future.

## California's History–Social Science Framework

To understand what the Curriculum Commission looked for in the instructional materials submitted for review, it is necessary to consider this 1990 adoption process within the context of California's continuing reform movement, initiated with the call in 1985 for a renaissance in history–social science education in California schools. Two years later, in July, 1987, California's State Board of Education oversaw the final revisions and unanimously adopted the *History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve*, which was widely acclaimed to have met that challenge.

In many ways this new framework was a landmark achievement. Throughout the three years since its adoption, it has been widely praised

by experts in the field, closely studied by curriculum leaders throughout the nation, and continually the subject of attention in the national press. Experts judged this framework to have successfully addressed the major challenges raised in the 1983 publication of *A Nation at Risk*, the report to Congress of the National Commission on Excellence in Education.

Throughout the 1980s national and state assessments repeatedly demonstrated students' crippling lack of basic understandings in history, geography, economics, and civics. Textbooks as well as the nationally dominant approach to social studies were found to contribute to this deeply disturbing state of affairs.

The new *History–Social Science Framework* adopted in 1987 addressed both these problems. It returned history to the core of the history–social science curriculum and increased to six years the total number of years students would now study U.S. and world history, more than any other state in the nation. Following new research revealing how history is best learned by children, this curriculum presents history as a "story well told," vividly bringing to life the struggles, triumphs, tragedies, and achievements of men and women from many cultures throughout the history of the nation and the world. Major historical events and periods are to be studied in depth through the rich use of historical literature; the inclusion of primary documents, including speeches and orations, sacred texts, journals, diaries, letters, laws, court decisions, and the like; and the integration of the arts, artifacts, architecture, and music of each time and place.

Throughout, the textbooks are to reveal to children how people acted in their everyday lives; what those of many different social classes, ethnic and religious groups thought and felt, honored, and feared; and how they interpreted their times.

This framework also calls for attention at every grade level to the ethical dilemmas and fundamental issues which people have grappled with in every time and place. The framework returns religion to history and calls for students' examination of the basic ideas, moral teachings, and traditions developed by each of the great religions that arose in the ancient and medieval worlds and that had enduring influence on the course of human history.

This framework also calls for the continuing integration of geography with history at every grade level, and it integrates as well important political, economic and sociological perspectives in order to deepen students' understanding of the human experience. Major goals in this framework include students' understanding of the constitutional heritage of their nation and their development of civic values, patriotism, and the participatory skills of democratic citizenship. Students are expected to study controversial issues from more than a single perspective and to develop at every grade level the skills of critical thinking and informed decision making.

## DEVELOPMENTAL CONSIDERATIONS AND THE FRAMEWORK

To accomplish these goals, the *History–Social Science Framework* establishes a sequence of studies that departs sharply from that followed in other states and renders obsolete every textbook series on the market at the time this framework was adopted. This new sequence of studies, kindergarten through grade twelve, was designed to be developmentally sound and to provide for cumulative learnings throughout the grades. The primary program, kindergarten through grade three, departs from the nationally dominant "expanding environments" curriculum model, which, in its prolonged four-year focus on the "here and now," has been judged by developmental psychologists to violate known principles of learning and to be unduly limiting of children's normal development of thought and feeling. Instead, the California framework begins each primary grade with studies of the child's immediate present but then each year also extends children's learnings geographically outward in space and historically backward in time to broaden their geographic horizons and to link them with people, ordinary and extraordinary, who came before and whose stories build sensitivity and appreciation for times past and for the long continuity of human experience. Existing textbooks which focus instead upon traditional first grade studies of the child's family, second grade studies of the neighborhood, and third grade studies of the community do not provide these broader learnings required by the California framework.

Grades four through eight of the California framework build upon the kindergarten through third grade program in a history-centered curriculum that recognizes children's developing capabilities to relate to times long ago and to understand historical chronology and causality. In order to foster these understandings, history is to be presented in these grades through well-written historical narrative, biographies, and literature that reveal the human conflicts and controversies, choices, sacrifices, failures, and achievements of real people whose stories grip children's interest and connect with these same impulses in children's own lives.

The knowledge and skills developed through this curriculum are cumulative. Myths, legends, and folktales of many cultures of the world, introduced in the primary grades, provide the foundation for sixth grade studies of the ancient world and seventh grade studies of the medieval and early modern world. American folktales and stories of earlier times introduced in the primary grades provide the foundations for fourth grade studies of California history, fifth grade studies of America's early history, and eighth grade studies of late 18th and 19th century America. The multicultural, pluralistic nature of American society, one important theme of this curriculum, provides meaningful links to studies in grades six and seven of the many cultures of the world from which America's people have come.

## California's Need for a New Generation of Textbooks

All of these requirements present challenges for textbook publishers and call for nothing less than a new generation of instructional materials. Textbooks currently on the market were judged wholly insufficient for a curriculum that seeks to develop these many goals in depth and to engage children's attention at every level in probing studies of the history of their nation and the world. Publishers were, in short, called upon to create a new product line for California. Few chose to do so, and it was a source of considerable concern that so many publishers chose either to sit out this important California adoption or to submit only one or several individual textbooks from their nationally marketed series, modified in most cases with only limited changes in the hope of making California's adoption list.

Only one textbook publisher, the Houghton Mifflin Company, submitted a full product line, kindergarten though grade eight, tailored to the California *History–Social Science Framework*. The many strengths of this series are later examined in depth in this publication as justification for the Curriculum Commission's recommendation that this series be adopted for California schools. Of the publishers that submitted a single volume for adoption, only one, Holt, Rinehart & Winston, Inc., produced a text that was judged according to California's adoption criteria to be a strong volume worthy of adoption. That text is an eighth grade study of American history.

Two small publishers, "boutique publishers" in the language of the trade, entered the market this year with products that showed promise but which were regretfully denied by both the Instructional Materials Evaluation Panel and the Curriculum Commission for certain serious shortcomings in their entries. The Curriculum Commission had welcomed these submissions and hopes that in the future more of such products will be forthcoming, appropriately improved to redress the shortcomings found in this year's materials.

## Adoption Process for 1990

The criteria for evaluating instructional materials which guided this review process were included in the framework (pages 114–20) and were approved with the adoption of that document by the State Board of Education in July, 1987.

Building upon past experiences and upon current research concerning the validity and reliability of evaluation procedures in the assessment of instructional materials, the Curriculum Commission produced an evaluation instrument that incorporated both analytic and holistic judgments on criteria which reflected the distinguishing characteristics of California's *History–Social Science Framework*. The Curriculum Com-

mission refined the evaluation instrument at the request of the State Board of Education, and the Board approved the instrument in June, 1988.

To aid the review process more fully, the Curriculum Commission developed quality indicators consisting of descriptors differentiating materials that showed exceptionally high correlation with these criteria, those that showed moderate correlation, and those with poor correlation. Publishers' representatives were present at all sessions in the winter and spring of 1989, during which the Curriculum Commission developed these descriptions, and were regularly invited to provide reactions and input to ensure that these descriptors were clearly communicating the standards by which these important adoption decisions would later be made.

The process according to which the materials submitted by publishers have been reviewed has been exemplary, both in the scholarly and professional expertise of the Instructional Materials Evaluation Panels (IMEPs) appointed to conduct critical analyses of these materials and in the objectivity and openness in which this entire review has been conducted.

Fifty-three educators, screened by the Curriculum Development and Supplemental Materials Commission and appointed by the State Board of Education, served on three Instructional Materials Evaluation Panels. The three panels were differentiated by the kinds of expertise needed and included a Kindergarten through Grade Three Panel; a U.S. History (grades four, five, and eight) Panel; and a World History (grades six and seven) Panel. Each panel included experts in subject matter and in pedagogy as well as in the special learning needs of California's increasingly diverse student population. Distinguished historians, geographers, and scholars of religion were all included in these panels. The majority of panelists were classroom teachers experienced in the specific grade levels under review. Librarians knowledgeable about fine historical literature were included as well as experienced curriculum leaders. Approximately 30 percent of the panelists represented California's ethnic minorities, a percentage the Curriculum Commission worked hard to increase by reopening the search for panel members three times and specifically soliciting broader representation from California's larger urban districts.

During the third week in March, the IMEP members participated in a training session to learn about the adoption process and to become familiar with the framework/evaluation criteria. Each individual received sets of the instructional programs and conducted an independent review of the materials from April through June. The panel convened in May to attend publishers' presentations, where a formal information exchange occurred between the evaluators and publishers' representatives.

During the week of June 24–29, the IMEPs met for deliberations, with each member providing evidence collected during the independent

reviews. Publishers had an opportunity to respond to significant concerns identified during the deliberations. The panels then generated one consensus report for each grade level instructional program which detailed the panel's findings and provided their rationale for recommending or not recommending each program for adoption.

The IMEP report, the recommendations of the History–Social Science Subject Matter Committee of the Curriculum Commission, and comments from the public were all considered by the Curriculum Commission in arriving at the following adoption recommendations for instructional materials in history–social science.

## Special Issues

The Commission appreciated the broad public interest in the textbooks submitted for adoption and carefully reviewed all the public testimony presented orally or in writing. As a result of the public input, a few changes are incorporated in the Commission's recommendations for adoption.

A number of special issues arose in this year's adoption process and bear examination in this publication. Serious misunderstandings of the California *History–Social Science Framework* and of the criteria adopted for evaluating these materials were evidenced in the public hearings conducted by the Curriculum Commission on July 18 and in the many hundreds of letters received from the concerned public. While many of these statements charged serious errors in the various materials under review, these charges themselves were at times in error or reflected serious misunderstandings of what children of elementary and middle school age can learn. Criticisms of erroneous and objectionable content, for example, were registered against textbooks currently in the schools and not up for adoption; against textbooks for including pictures of a blonde Queen of Sheba when only one textbook (not recommended for adoption) included such a painting and in that portrayal she had brown hair; against textbooks as being erroneous for failing to present Islam as the true faith established by Allah speaking through his final prophet Mohammed; of textbooks erroneously portrayed as engaging children in physically acting out theatrical productions of the binding of Isaac or the crucifixion; and of textbooks omitting content on the African American and Native American experience that indeed was included and in considerable depth elsewhere in the program under consideration. Such statements created unfortunate problems when they were accepted at face value by the media and given headline coverage the next day without first being checked for the accuracy of what was being claimed. In an attempt to improve the process, it is recommended that testimony received be in the form of specific references to the submitted materials, including page numbers in the textbook and the source of information. In this manner Commissioners, staff, and interested parties would be assisted in researching the information submitted.

For these reasons we will review on the following pages certain major issues that arose in the public sessions and responses and the position of the Curriculum Commission on these issues when considering the testimony and formulating our recommendations to the California State Board of Education. Among these issues are questions as to the authority of the California framework; adequate coverage and balance in the treatment of cultural diversity in U.S. and world history textbooks; the nature of historical scholarship; and the proper treatment of religion in history. In addition, we address several issues that continue to plague the production of history–social science instructional materials for the schools, and that we trust will become a high priority with more publishers in the future. Among these issues are the continuing problems in many of the submitted materials in achieving lively narrative style; the better use of technology and primary sources; materials for limited-English-proficient (LEP) students; and the use of innovative instructional materials beyond the bound textbook format.

## Authority of the California Framework

The fundamental consideration that guided the Curriculum Commission's review of the public testimony, written and oral, was the final authority of the *History–Social Science Framework* unanimously adopted in 1987 by California's State Board of Education and of the evaluation criteria included in that framework and approved at the same time by the Board. The textbook adoption process could not be used to circumvent what the Board had approved or to modify the criteria which publishers had been informed would be the basis on which adoption decisions would be made. The ethics of this position was made clear to the Instructional Materials Evaluation Panels in their training session and was several times the topic of discussion in public meetings of the History–Social Science Subject Matter Committee of the Curriculum Commission. It was understandable to the Commission how one or another special interest group, unfamiliar with the substance of these commitments, might seek to introduce new criteria into the adoption process or to circumvent a framework with which they disagreed. The textbook adoption process, however, is not a referendum on California's *History–Social Science Framework*, and for this reason the Curriculum Commission respectfully withheld support from certain of the requests brought before it. To do otherwise would have been to break faith with publishers who had committed their resources to criteria approved by the State Board of Education several years prior and which the publishers correctly understood were to be applied.

## Cultural Diversity and the National Identity

One of the important emphases of California's *History–Social Science Framework* is the multicultural perspective it brings to all studies of community, regional, national, and world history. At every grade level

these studies are to integrate the experiences of men and women of many different racial, religious, ethnic, and cultural groups. Students, from their earliest school years, are to learn that our nation is composed of people whose backgrounds are rooted in cultures around the world. They are expected to develop respect for the human dignity of all people and understanding of different cultures and ways of life. They are expected to learn that the United States has, from its beginning, been a nation of many different racial and cultural groups and that the national identity, the national heritage, and the national creed are all pluralistic.

Equally important with this emphasis on cultural diversity in California's *History–Social Science Framework* is the emphasis it places on the civic values, institutions, and constitutional heritage which unite our nation's people as one. Students are expected to learn that whatever our individual origins and however diverse our religions, languages, cultural, and ethnic groups, we are united in one nation whose motto, from the beginning, has been *E pluribus unum:* "Out of the many, one."

Students are to develop understanding of the moral force of the American ideal that unites as one people the descendants of many cultures, races, religions, and ethnic groups. They are to develop understanding of the American creed as an ideal extolling liberty, freedom, equality, and justice for all our citizens—national values forged in the Declaration of Independence, the Constitution, and the Bill of Rights. And they are to develop understanding of the historic and continuing struggle to extend to all Americans these basic constitutional rights, a struggle to achieve ideals and aspirations not yet fully realized for all our people and one whose outcome will rest in students' hands.

Textbooks that help to achieve these ends will necessarily be far richer than those on the market in their treatment of the history and cultures, tragedies and achievements of the many peoples of the nation and the world. Cultural diversity will be an integral part of the human story and will not be relegated to little boxes and marginal comments to the central story. To achieve these objectives within finite textbook space, publishers will be forced to select carefully the content they develop to achieve balance, fair treatment, and adequate coverage of what is essential for all students to learn. Special-interest groups, not sensitive to this basic curriculum problem of making difficult choices among competing goods within limited textbook pages, understandably argue for greater depth and more extended coverage of the group each represents. Inevitably, however, there will be omissions, for even multivolume encyclopedias omit more than they include. Limited space and the maturity of children leave the publisher of textbooks no other choice.

For the Instructional Materials Evaluation Panels that judged the materials, the question was whether the content in these books was, on the whole, comprehensive enough to provide children a fair, sensitive, historically accurate, and well-integrated understanding of the many peoples of many ethnic, racial, and cultural groups whose experiences have contributed to the story of national and world history. The IMEP members also had to decide whether, in the telling of the nation's

history, this essential perspective of cultural diversity and pluralism was adequately joined to basic understandings of the national unity. Central to the California framework is the story of a diverse and pluralistic people joined in citizenship in a free and democratic republic whose Constitution and basic values provide the best hopes of all our peoples for justice and equity under law.

### Historical Scholarship and the Nature of Knowing

Important, also, in the review of these materials is the question of historical accuracy. The California *History–Social Science Framework* encourages teachers to present controversial issues honestly and accurately within their historical or contemporary context. Students are expected to understand that events in history provoked controversy just as do events reported in today's headlines. They should try to see historical controversies through the different perspectives of participants. And they are expected to learn that judgments should be based on reasonable evidence and not on bias and emotions.

For the achievement of these ends, it is essential that instructional materials include, where appropriate, original documents such as newspaper accounts, court decisions, diaries, journals, and speeches that reflect more than a single point of view. It is also essential that textbooks reflect the latest authoritative historical research on the subject within the ability of children to grasp the issues and interpretations that scholarship offers.

These criteria have raised the question, Whose scholarship? Is it possible for a scholar who is not a member of a particular religious, ethnic, or cultural group to understand or fairly represent the perspectives and historical experiences of the group?

There is, of course, much value in "personal knowing," a valid and important source of personal knowledge. But to suggest that personal knowing is the only way to truth would be to foreclose most scholarly research and human knowledge. Universities and libraries would necessarily close, for their accumulated scholarship would be meaningless to all who had not personally experienced what they sought to explain. Indeed, communication between individuals would be impossible, and each of us would be forever imprisoned within our personally experienced conscious world, a tiny moment isolated in the vast space of historical time. History itself, even of our cultural forebears, would be unknowable.

Clearly, this position is untenable. The task of scholarship is to seek understanding; and history, like all other scholarly disciplines, has well-established canons guiding the search for truth—canons by which qualified scholars judge the authority of the work produced by their peers. In judging the scholarship and accuracy of the materials submitted for California adoption, California's Curriculum Commission and State

Board of Education took note of this requirement and included within its Instructional Materials Evaluation Panel a number of scholars qualified to render judgment: historians qualified in the specific regions and periods treated in the texts; scholars of religion currently holding chairs in major California universities; geographers; and scholars of specific ethnic studies. In addition, the Curriculum Commission received letters from outside reviewers with special scholarly expertise.

The judgment of these scholars carried much weight with the Curriculum Commission in its review of these materials. Such counsel became particularly important in judging the criticisms of concerned members of one or another religious, ethnic, or national group who questioned as insensitive or biased historical perspectives or episodes they perceived as portraying their group in an unfavorable light.

In these cases it becomes essential to consider the purpose of history as well as the authority and accuracy of the text in question. One of the essential emphases in California's *History–Social Science Framework* is that students come to understand the human condition, the tragedies as well as the triumphs, that have resulted from the choices made by individuals throughout human history. In the long course of the human story, no people has been found to be without blemish. Every society has its share of transgressions against the human dignity and worth of all people.

The purpose of history cannot be to expunge all such episodes from this record in the mistaken interests of filiopietism or children's self-esteem but instead must be to help children to learn from them. One of the special strengths of the American nation has been our willingness to criticize ourselves, to examine our faults as well as achievements openly; and this openness to inquiry historians properly apply to all other societies as well. The power of history lies precisely in what it can teach us of the fundamental questions with which people everywhere have had to grapple and the ethical consequences that have resulted from the choices people have made. To deny children these great lessons from history is to miseducate: to forgo one of the most powerful means available to teachers to develop children's ethical literacy, their understanding of personal responsibility, and the ethical consequences of choice.

## Religion in History

One of the important emphases of California's *History–Social Science Framework* is its acknowledgment of the importance of religion in human history. When studying world history, students are expected to become familiar with the basic ideas of the major religions and the ethical traditions of each time and place. When studying U.S. history, students are expected to learn about the role of religion in the founding and historical development of the nation because many of our political institutions and values have their antecedents in religious beliefs.

Students are also expected to understand the intense religious passions that have produced fanaticism and war in world history as well as the political arrangements that allow different religious groups to live amicably with their deepest differences in a pluralistic, democratic society.

In accomplishing these purposes, textbooks are required to return religion to history, to examine the moral and ethical teachings and traditions of the world's major religions, as expressed in their sacred literature, and to examine how these belief systems influenced the thoughts and actions of their followers and, ultimately, the course of human history. In achieving these purposes, the textbooks are not to teach religion, to proselytize, or seek to convert children to one or another of these faiths. Neither are they to argue for the authenticity or truth of any of these religions. To do so would be to cross the boundary from teaching the history of how these religions have historically influenced people's beliefs and actions to engaging children, instead, in religious studies and would be a violation of what is permitted under the Constitution.

For these reasons textbooks should not state, as some special interest groups have urged, that any one of these faiths was founded by God (Allah) or that its sacred texts and teachings are the correct and final word of God (Allah), divinely revealed to his prophet(s). What textbooks should do is to present the historical records and primary sources, including, but not limited to, sacred texts which historians use today to understand what followers of these faiths have believed and acted upon and how these beliefs influenced decisions and events during the historical period under study.

What textbooks also should not do is to engage children in theological analysis of one or another faith by introducing what modern theologians and religious scholars argue today in their new criticisms of the origins, veracity, or internal coherence of beliefs held by peoples of earlier times. To do so would be, once again, to engage children in religious studies and to cross the line from studying history to studying theology. The positions theologians take today in their new criticisms simply did not influence what people thought and did thousands or even hundreds of years ago.

While the textbooks for grades six and seven are expected to explain the origins, beliefs, and historical significance of the great religions which arose in the ancient (grade six) and medieval (grade seven) world, they are not expected to include the subsequent development and contemporary status of these religions in the modern world. Special-interest groups, who fear that these historical treatments of times long gone will leave children with a limited understanding of how their faith is followed today, have misunderstood the purpose of these textbooks and of California's *History–Social Science Framework*. These requests go beyond what the framework has established as appropriate content for sixth grade studies of the ancient world and seventh grade studies of medieval times. These requests, moreover, would require content that is

simply too advanced, too specialized, and too comprehensive to be effectively included within general histories of the ancient and the medieval worlds, appropriately developed for children in elementary and middle schools, kindergarten through grade eight.

Instead, the framework's ninth grade course of study, "Comparative Religions," provides the opportunity for students to study not only the original tenets of these religions but also their historical development and the major variations in beliefs, sects, or interpretations associated with each. In this, as in all other historical content of the framework, the California program is developmentally organized. No one grade seeks to "cover everything." Over the entire program, however, students will acquire rich understandings, in considerable depth, of all the major goals of the framework.

### Narrative Style

Despite significant improvement in narrative quality, the presentation of history as a story well told must remain a priority for future textbook development. Though a vivid, engaging narrative was a key component in the call for improved instructional materials, only two of the publishers submitted materials which were judged to have achieved this criterion. What distinguishes these materials from the remaining (nonrecommended) materials was the consistency with which the IMEPs judged every one of the Houghton Mifflin kindergarten through grade eight textbooks and the Holt grade eight textbook to be strong and highly correlated with the criterion of interest level and narrative style. By contrast the remaining submitted texts continue to reveal less desirable characteristics: truncated or colorless retellings of fables and folktales, short or choppy sentences, "mentioning," chapter introductions that might begin vividly but subside into bland accounts of facts or concepts, a lack of anecdotal history, and an insufficient variety of primary source material integrated as a part of the narrative.

An apparent reticence on the part of most of the publishers to develop consistently engaging narratives is probably due to a number of factors. Many publishers still seem to carry old notions of what a textbook ought to be. In addition, the analytic social studies approach, evident in some texts, was not adequately balanced with a vital narrative emphasizing history as a story well told. This new emphasis on lively historical writing, rich in stories, has not been evident in elementary texts for decades, and it may be illuminating to reexamine books of 60 years ago for some indication of direction.

Historians and writers are faced with the problem of balancing the need for a well-told story with that of providing multiple perspectives and thoughtful analyses of the event. Writers of textbooks must carefully work for balance between the story line and the "thick narrative" that provides students with a deeper perspective on the drama, that offers more than a single view, that illuminates and explains the causes of the

event, and, most importantly, that helps students to examine basic ethical dilemmas inherent in the event in light of the nation's core democratic values and ideals. Two of the publishers were judged to have struck a promising balance in resolving this necessary tension between drama and perspective. It is a challenge the remaining publishers have yet to meet.

### Innovative Instructional Materials

The framework encourages publishers/producers to adopt formats other than a single heavy, hardbound book. Small hardbound or softcover books or pamphlets or sets of books or magazines representing the various units within a course would be more flexible for publishers contemplating revisions and for teachers in determining the emphasis and timing of their course content. This adoption did not produce such innovations, but the Curriculum Commission strongly encourages publishers and producers to consider such options in the future.

### Technology and Primary Sources

History–social science offers many exciting opportunities for students to be exposed to a variety of primary source materials. Essays, biographies, speeches, journals, diaries, newspaper accounts, photographs, and so forth, bring the perspectives of people from other times alive. The two publishers whose materials were recommended for adoption successfully integrated primary sources in their materials. Most of those materials not recommended for adoption relied largely on secondary sources.

For the most part, publishers made very limited use of technology. The opportunities for using technology to explore the content and convey primary source information are endless in history–social science, but this adoption produced only a few exemplary uses. More extensive, varied, and integrated uses of technology and primary sources will convey the passions, triumphs, and tragedies of historical events from the perspectives of people who were there. The Commission urges publishers to integrate the richness of primary source material and include more extensive use of the various types of technology.

### Materials for Limited-English-Proficient Students

The materials recommended for adoption by the Curriculum Commission provide a number of ways for students of limited-English proficiency (LEP) to access the content of the programs. The visual presentations (e.g., illustrations, charts) enhance the accessibility of the content to LEP students. Some of the activities designated to benefit LEP students include collaborative learning, mural making, role playing, critical thinking, problem solving, and making time lines.

Instructional materials not recommended for adoption are characterized by a lack of adequate instructional strategies for teachers to meet the special needs of LEP students. Multiple opportunities to access the same rich and engaging curriculum accessed by English-speaking students are essential to a full and equal education.

English-only instruction will not benefit all California students. Primary language materials will be necessary for non-English-speaking students to grasp fully the concepts presented in the history–social science program. The Commission encourages publishers to integrate more instructional strategies targeting LEP students and to offer materials in languages other than English to serve non-English-speaking students and students in the initial phases of acquiring English.

## Adoption Recommendations

The Curriculum Commission recommends the following history–social science instructional programs for adoption:

| *Publisher* | *Program title* | *Grade* |
|---|---|---|
| Holt, Rinehart & Winston, Inc. | *The Story of America: Beginnings to 1914* | 8 |
| Houghton Mifflin Company | *Houghton Mifflin Social Studies* | K–8 with changes to the 6th and 7th grade materials |

The following programs are **not** recommended:

| *Publisher* | *Program title* | *Grade* |
|---|---|---|
| Delos Publications | *The Ancient World* | 6 |
| Delos Publications | *The Medieval and Early Modern Times* | 7 |
| Globe Book Company | *Exploring American History* | 8 |
| Macmillan/ McGraw-Hill School Publishing Company | *The World Around Us* | K–3 and 5–6 |
| Merrill Publishing Company | *Human Heritage: A World History* | 7 |
| Prentice Hall | *The American Nation, 2nd Revised Edition* | 8 |
| Prentice Hall | *American Spirit* | 8 |
| Scott, Foresman &Company | *America: The People and the Dream* | 8 |
| Walsworth Publishing Company | *Horizons of California* | 4 |
| Walsworth Publishing Company | *American History for California* | 5 and 8 |

## Acknowledgments

The Curriculum Commission thanks the following members of the History–Social Science Subject Matter Committee for their leadership and untiring efforts in conducting the adoption process: Charlotte Crabtree, Chair; Daniel Chernow, Vice Chair; Harriett Harris; Joyce King; Jesse Perry; and Fran Smith.

The History–Social Science Subject Matter Committee extends its thanks to Elizabeth Stage, Commission Chair, for her support of the committee's activities throughout the adoption process.

The gratitude of the Curriculum Commission is also extended to:

- Instructional Materials Evaluation Panel members, as listed on the following page, for their commitment to the adoption of quality instructional materials
- Francie Alexander, Executive Secretary to the Curriculum Commission and Associate Superintendent, Curriculum, Instruction and Assessment Division, for her vision and dedication throughout the adoption process
- The following California Department of Education staff, who conducted the administration and coordination of the instructional materials adoption process in an excellent manner:

  Glen Thomas, Director of the Office of Curriculum Framework and Textbook Development
  Gaye Smoot, Adoption Coordinator
  Mae McCarthy, Assistant Adoption Coordinator

- The following California Department of Education staff, who diligently worked to achieve improved instructional programs for California students and who provided ongoing support of the adoption process:

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- Mike Cuchna, a former Curriculum Commission member, who was responsible for training staff to develop data processing programs and procedures for compiling the IMEP members' review data
- Paul Gagnon, Gilbert Sewall, and Jerry Williams, who assisted with the training of the IMEP members
- Kathryn Dronenburg, State Board of Education member and liaison to the Curriculum Commission, for her support

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# Program Descriptions

## RECOMMENDED

### Holt, Rinehart & Winston, Inc.
### *The Story of America: Beginnings to 1914*
### Grade 8

*The Story of America* adequately addresses the framework's characteristics, goals, and strands. All three of the framework's major goals are identified as the foundation for the program, and all of the framework's characteristics are in some way evident.

The content is predominantly chronological and sequential in format. The narrative is vivid and features the dramatic, and exciting struggles, triumphs, and failures of famous and lesser-known figures. At numerous times the writing style reflects a certain wit and personality and reflects a single, not a "committee," voice. In fact, the overall strength of the narrative encourages higher-order thought processes and development of historical empathy. However, the introductory overviews which open many chapters are rather boring and fail to "hook" the reader.

The text is unusually well integrated and correlated with literature, art, music, and drama. Excerpts such as *The Deerslayer*, *Tales of a Traveler*, and cowboy songs are artfully woven into the content, and the artwork (watercolors, cartoons, photographs, handicrafts, lithographs) consists of faithful reproductions. For the most part the selections reflect the multicultural aspects of American society and mirror the experiences of men, women, individuals, and groups—both ordinary and extraordinary—that are a part of American history.

Topics are systematic and sequential in development. The treatment of slavery in the United States in an especially good example of the text's in-depth treatment. However, other topics (African Americans in the War for Independence, Thomas Paine's linkage to Locke's philosophy, the Constitutional Convention) receive insufficient coverage. Some historical inaccuracies are also apparent, such as Looking Glass's actual leading of the Nez Perce to Canada and the timing of Civil War troop movements in and out of the Shenandoah Valley.

Materials develop a multicultural perspective through portrayal of a wide variety of people that is often vivid and compelling and includes the perspectives of different religious and ethnic groups. Primary sources include many excellent readings, artwork, and photos to enrich the multicultural perspective. Supplementary books include excellent

**History–Social Science:**
**RECOMMENDED**
*(Continued)*

selections, and a "portfolio" approach includes primary sources, artifacts, famous art, and examples of native art to enrich the multicultural perspective. The treatment of Hispanic culture in the Southwest is, however, inadequate and in one place resorts to naming talented Hispanics (most of whom are citizens of other countries) as flag bearers of that culture in the United States.

Ancillary materials, particularly "Eyewitnesses and Others," also permit significant discussion of ethical issues and religious material. Materials delineate with clarity and depth various ethical ideas embraced by different peoples and cultures, either through religious or secular belief systems. Such ethical issues as Jackson's Indian policy and the imperialist tendencies driving Manifest Destiny are considered in their historical context. Religion is an integral aspect of the text's portrayal of the early history of the colonies and includes biographical sketches of important religious leaders of the time. The history of the Great Awakening, the rise of religious sects, and the Second Great Awakening are all developed with good use of primary source materials, but explanations of why their influences spread and how political arrangements were developed to permit a variety of religious beliefs in our pluralistic society are not clear. Although the treatment of Native American religion is satisfactory, the text fails to illuminate the powerful religious ties American Indians had with the land and the role these beliefs played in all aspects of U.S. history as it related to the American Indians.

The text and ancillary materials provide an exceptional presentation of civic values and democratic principles and an appreciation for the U.S. Constitution and Bill of Rights. In such sections as "Focus/Motivation: Making Connections," students have frequent opportunities for discussion. Also, facets of the struggle to extend the promise of the Constitution to all Americans are included, and students are asked to relate lessons of the past to modern examples of civic responsibility. Poems, songs, legends, and excerpts from court cases and memorable addresses round out this component. Surprisingly slight attention is afforded many famous Americans, and the deeds of Jefferson, Franklin, Washington, and John Paul Jones are boxed under the umbrella heading, "Heroes of the Revolution."

The materials are systematically organized. A scope and sequence chart coordinates with the "Planning the Chapter" pages which precede each chapter in the text. Special sections in the teacher's edition delineate different types of strategies to use with limited-English-proficient, gifted, less-prepared, and special needs students. Multimedia and bibliographical portions contain many helpful suggestions for teachers and pupils. While up-to-date and accurate maps accompany the five geographic themes in sidebars of the teacher's edition, geography is rarely found integrated within the student's edition and appears mostly in special boxes, facing pages, and chapter reviews. Preface, table of contents, index, glossary, and messages to parents are contained in the student's edition. The teachers' editions and reference materials are clear, organized, comprehensive, and well formatted. Suggestions for creative activities include some that involve parent and community resources.

Variety is apparent in the assessment and evaluation materials. Provision is made for active learning on the part of all students, and the program closely parallels types of materials utilized in the California Assessment Program. Varied responses, objective tests, a computer program, student measurements, portfolios, and creative strategies are an articulated part of the program.

### Houghton Mifflin Company
### *Houghton Mifflin Social Studies*
### Kindergarten

This material addresses the goals, strands, and most of the 17 characteristics presented in the framework. Geography, economics, and history are integrated within developmentally appropriate activities. Most unit learnings are introduced to kindergartners within the context of a piece of literature; the incorporation of social development, early geography, neighborhoods and workers, and stories of times past compliments the framework's course description for this grade.

Clear articulation of the curriculum goals and strands are presented in introductory sections and throughout the text. In both text and nonprint materials, learnings are articulated in a sequential, well-planned way so that teachers can easily see the organization and development of the program. An index, glossary, and reference section regarding use of the *Professional Library* would help to catalyze better the various elements and assist teachers in seeing the overall organization of the program.

The literature-rich program interweaves story with course content and provides a basis for discussions and activities. Through such stories as *Jamaica's Find* and *The Josefina Story Quilt*, the material presents content in a highly interesting, well-told way. While a larger number and variety of stories such as folktales, fables, and biographies would strengthen the incorporation of ethical and multicultural aspects, the treatment in the stories offered in the program stimulates critical thinking and ethical reflection. Human interest could be more deeply developed through a consistent use of primary sources, and greater use of visual and performing arts would give more varied, in-depth treatment of topics.

Cultural literacy is addressed in a cursory way. Ethnic and racial groups are evidenced by photos and illustrations, but the text provides little in-depth treatment of their cultures. However, sections pertaining to holidays, special times, and stories such as of *Songololo* and *The Giant Turnip* do address values and ethical issues.

The use of literature requires students to think critically; in addition, development of higher-level skills are exemplary in geography-related topics and the cooperative lesson centered on the use of library books. The topics are developed with detail, and components within lessons are interrelated with those in other lessons. Diverse points of view are

presented in such stories as *The Other Emily* and *Lost in the Storm*, and activities related to the literature allow students to think creatively and develop civic values, as in making a covered wagon.

Civic values and democratic principles are noteworthy in that text, and instructional materials emphasize these through working together, school rules, learning to vote, and role playing. Some patriotic emphasis is found in activities related to the flag, but the addition of value-rich songs, poems, and legends would better initiate students' understanding of American ideals.

The teachers' manuals are easy to use, are clearly organized, and contain varied recommendations. Goals, objectives, and evaluations are related to the student, and creative assignments include student problem solving. Suggestions are made for extending the program to the home through parent and community involvement. Bulletin board ideas, class projects, learning centers, background materials, and recommendations for technology-related tools are listed. Helpful additions would include references to the *Professional Bookshelf* and more instructional strategies to meet the needs of gifted, limited-English-proficient, and special education students, as well as students with diverse cultural backgrounds.

### Houghton Mifflin Company
### *Houghton Mifflin Social Studies*
### Grade 1

The first grade material is noteworthy for its incorporation of most of the framework's characteristics, goals, strands, and course description. The curriculum is enriched with the humanities, and frequent opportunities exist for geographic and economic learnings. Geography and economics are skillfully woven into the curriculum by connecting human activities with their time and place and connecting with real people in the "far away."

An especially admirable feature is the varied genres of literature featured in the program, including the *Bookshelf* and the *Professional Bookshelf*. The selections are well written and maintain a high level of interest.

Major learnings in the framework—particularly the first two units—are covered clearly and in depth. Cross-cultural studies follow examination of an individual culture and imaginatively integrate several strands, as seen in Anita's letter to Mexico and Sam's recollection of a Canadian trip.

Historical and cultural empathy for people of long ago is not well developed. While "Being a Friend" and "The Lion and the Mouse" bring up ethical decisions, the program is limited in important ethical content. Biographies of great men and women are not brought into the content; beyond two books in the bookshelf pertaining to religious holidays, there is little opportunity to relate religious heritage and traditions to cultures.

The experiences of different cultural groups, now and long ago, are not portrayed in depth or in abundance. Various pictures depict children from all over the world, yet only two of these cultures are explained in any detail. Canada is seen through the eyes of a U.S. boy. Language, money, flag, police, Indian carvings, rodeo, and sports are discussed. Mexico is treated in a like manner, but no special insight is offered into Mexico's culture or its relationship to culture in the United States. Additional primary sources in religion, plus simple controversial issues within the grasp of first graders, would enrich the lessons.

In spite of these limitations, the narrative is rich and exciting to read and presents material alive with human interest. Stories such as "I Go with My Family to Grandma's" and "The Country Noisy Book" are presented with participatory activities. Good visuals and interesting characters draw students into the narrative and help them understand the concept taught (e.g., "One Little Kernel"). The inclusion of old sayings and photographs, graphs, and cartoon graphics are engaging. The visual layout is artistically pleasing for first graders and is "reader friendly," as in the aerial view of the town to prepare youngsters for map reading.

Topics systematically develop and build on each other. Follow-up activities genuinely reflect lesson content, such as the mural activity to help students learn how to work cooperatively. Critical thinking strategies are interwoven with the text content, such as developing solutions to a surplus problem; bringing corn to market; globe skills; study of a suburb; and "The Empty Lot." Still, lower-level questioning is frequently used in many end-of-lesson reviews.

Through social implications of school rules, the importance of working together, sharing, and responsibilities, a foundation is laid for civic values and democratic principles. Infrequent attention is given to the role of education, and this could have been improved in "Night Workers" by exploring the importance of employment. Patriotism is given treatment through studies about the flag, the pledge of allegiance, and a patriotic song but could be strengthened by being interwoven throughout the text.

Viewed holistically, the materials are clear, comprehensive, varied, systematic, and well referenced. Geographic maps are current, with opportunities to apply learnings in out-of-school settings. Literature is well integrated, and print materials include table of contents, glossary, skills activities, reinforcement strategies, and end-of-chapter and end-of-unit materials. Posters, charts, and transparencies are nicely developed. However, technology-related materials, including those designed for auditory use, are referenced but not included. The organization could be strengthened by more consistent use of the humanities throughout the text.

Teachers' manuals and reference materials are clear, organized, and easy to use. Unit organizers, planning charts, rationales, bulletin board ideas, and other features are commendable. Professional handbooks help teachers address the needs of limited-English-proficient students, collaborative learning strategies, and assessment. The variety of litera-

ture selections throughout the text and in the accompanying bookshelves is a strength, but more consistent referencing would assist teachers in using this part of the program. Opportunities exist for parent and community involvement, and the total program shows an integrated, constructive basal rich with thematic connections.

Modes of assessment and evaluation are varied, including review and closure questions, "Try It" strategies, map skills, language arts connections, student peer and self-evaluation, cooperative projects, and social participation. Such projects as collage, graphs, interpreting data, and an imaginary assembly line are done in a way that captivates students while providing varied means of evaluation. Assessment is further explored in the *Professional Handbook*, which includes descriptions of additional opportunities.

### Houghton Mifflin Company
### *Houghton Mifflin Social Studies*
### Grade 2

Most of the framework's characteristics, goals, and strands are developed and integrated throughout the material. The emphasis on history–social science is evident, and the content is meaningfully correlated with other disciplines, such as science, mathematics, and language arts. Students' active participation is encouraged in developing a mastery of knowledge and skills. The essential geography learnings are richly integrated with the historical content.

Materials are well planned and sequential. The goals and objectives stated in the program reflect the framework goals and strands. As an example of sequential progression, the text develops geographic literacy in a logical manner, moving from the simple concept of a map key to, ultimately, the more complex application of David's ancestors to a world map. The "Knowing Your Family" unit reflects the framework course description, developing a sense of chronology and generation through family history. Likewise, a series of biographical portraits complements the framework's "People of Many Cultures" unit.

History is presented as a story well told, with a focus on struggles, triumphs, and failures of real men and women. Literature is a key part of developing not only historical learnings but geographic and economic ones as well; this is one of the text's major strengths. "The Lunch Box Story" and biographies of Roberto Clemente, Thomas Edison, Eleanor Roosevelt, and Yoshiko Uchida are only five examples from a text that features literature integration. The integration of other humanities is a noticeable lack, however. Also, the book missed opportunities to develop vivid moments, such as Roattanak's parents leaving Cambodia "because of a terrible war."

Topics are well articulated, consistent with the framework, developed in depth, and focused on people, their ideas, and their actions. Needs and

wants, and the resulting geographic and economic ramifications, are well developed, giving students local and international awareness. Decision-making activities, comparisons, graphing, interpreting charts, and geographical analysis evidence a steady development of critical, creative, and rational thought processes. The lack of controversial issues within the presentations for the group of second graders is unfortunate, however. Also, the inclusion of religion is insufficient. Despite Navajo and Pilgrim stories, religious beliefs are given passing treatment. Referencing books from the *Professional Bookshelf* and providing strategies for their use could strengthen the materials (e.g., *Light Another Candle; Turkey, Pilgrims, and Indian Corn;* and *Christmas on the Prairie).*

Other aspects of cultural diversity are covered well. Cross-cultural understandings are presented through biographies and such selections as "How My Parents Learned to Eat." Various socioeconomic settings are evident, as is teaching respect for human dignity. Exchange of ideas across cultures is not a strong feature, however.

Ethical issues are well represented, especially in the biographical studies. Opportunities exist for students to consider human rights and the values of a democracy, such as in the units on American Indians and the Ellis Island immigrants; still, these were not expanded on by the text authors. Nevertheless, emphasis on democratic principles is a noteworthy feature of the text, encompassing the duties of a good citizen, sharing, constitutional heritage, and civic values. The text needs more opportunities for pupils to reflect on their own role in safeguarding and extending the nation's democratic ideals and processes.

A significant emphasis is placed on the importance of the role that education plays in a democratic society. Many diverse models of intellectual development are incorporated in the text and literature selections. Through such figures as Braille, Canady, and Patent, students understand the importance of learning to the welfare of a republic. "Education is power" is a clear message. Additional American ideals are developed through study of patriotic poems, symbols, holidays, and stories. Social participation in dramatization and study of the pledge of allegiance are examples of practicing patriotic involvement.

The quality of program organization, teacher's manual, and reference materials is high. Print materials include the features of the program with detail and specificity. A wide range of appropriate activities is utilized. Videos and filmstrips are referenced in the teacher's edition, but use of other technology is not often represented in the text. The authors have provided numerous literature resources in the *Bookshelf* and *Professional Bookshelf*, but these need to be referenced in the teacher's manual with suggested strategies for implementation. Primary sources exist in limited number; greater variety, including more original documents, would contribute to the overall strength of the program.

Teachers' editions and reference materials are clear, organized, and generally comprehensive, featuring a unit organizer, rationale, bulletin board ideas, activities, projects, and initiating activities. Though many of

the ancillaries show a tendency toward pencil and paper activities, the study guide, map activities, and projects extend the learnings.

Assessment and evaluation materials are varied and include student participation activities. Though the test booklet tends toward pencil and paper tests, opportunities for a variety of responses are included. The pattern of asking three review questions at the end of each lesson is enriched by the addition of various evaluative techniques listed in the "Close" sections. Such sections as "Ideas," "Skills," and "Activities" are helpful features in review units. Drawing a route on a map, working with classmates to make a list, and labeling a diagram are only three examples typifying some of the evaluative activities.

## Houghton Mifflin Company
## *Houghton Mifflin Social Studies*
## Grade 3

History and geography are effectively integrated in this third grade material, and most of the framework's characteristics, goals, and strands are well developed. Human activities are set in time and place, and the integration of literature and the humanities is an especially strong feature. Such examples as "What a River Can Do" and "The Desert Is Theirs" are dynamic pieces that enrich studies through literature. Frequent suggestions in the teacher's edition provide opportunities to correlate the material with art, mathematics, and language arts in each unit.

Geographic learnings are particularly strong. For example, students explore in a dynamic manner the origins of a river and the many uses of a geographic place. Geographic understandings are deepened by literature selections within the text and as ancillaries. By referring to the bibliography and resource lists, teachers are provided with additional options. Such approaches constitute a particularly strong aspect of the program.

Essential learnings are clearly identified along with introductory material relating the text to key content in the framework. The presentation of ethical issues, religion, and controversial issues within the grasp of third graders is not strong.

The history and geography content is strong and reflects basic learnings of the course description of "Change and Continuity." National history, as well as continuity and change are treated in depth, and the study of American Indian cultures is noteworthy in combining history, geography, and cultural literacy. Activities and suggestions for studying the local region are included as extended or concurrent complementary activities. Since the framework calls for a wide variety of literature to teach our nation's cultural heritage, more legends, folktales, and hero tales would be helpful in conveying a sense of community and continuity.

The text is successful in presenting history as a vivid, exciting story. Topics are presented in sufficient detail and depth to bring time, place, and events to life; they are also given systematic development throughout. Stories, journals, and at least one song are some of the approaches used to maintain student interest. Some passages in the text are especially descriptive, such as the treatment of national holidays and natural resources. Deeper treatment of figures such as Daniel Boone and William Calk would have strengthened the text. Also, more discussion of why Indians attacked wagon trains moving west would have helped develop deeper understanding of this part of our history. Hardships of pioneers are vividly displayed, as in railroad stories and a study of the Pilgrims.

Critical thinking is well developed in the text. Students have many chances to analyze why historical events happened, and the "If, Then" statements enrich this component. Geography, economics, history, and cultural learnings are the content basis for developing thinking skills, such as the opportunity provided for students to consider the Osage Indian viewpoint.

While diverse cultural groups are represented through the units of the text, the treatment is limited. Values, ethics, and religion of groups are not dealt with in sufficient depth. Navajo sand painting, for example, is described as telling stories of nature and Navajo spirits but is not analyzed as an important aspect of their religion. Kwakiute ceremonies and the Cheyenne medicine dance receive similar handling. References to Indian points of view, however, are strong.

Throughout the text rich literature selections and excerpts help depict people and cultures and address their ideas and values. "Once There Was a Tree," "Wagon Wheels," the national anthem, and patriotic content encompass ideals and beliefs. Selections from the *Professional Bookshelf* enhance the historical content. The biography *John Alden* is noteworthy as a biography and a hero tale. The inclusion of additional similar materials would give even greater breadth. Primary sources include songs and journals; photographs and art are also used effectively. Speeches, essays, and other varieties would give still greater range.

Democratic principles, civic values, and principles of American heritage are emphasized in several ways. National symbols and holidays are reflected in text content and accompanying literature. The pledge of allegiance and national anthem receive attention, as do Johnny Appleseed and Arbor Day. Resource books, such as *Turkeys, Pilgrims, and Indian Corn; The First Thanksgiving Feast;* and *Before Columbus*, are commendable resources, including stories of George M. Cohan, John Philip Sousa, Katharine Lee Bates, and Francis Scott Key. They will help students to recognize the importance of these symbols, people, and holidays.

When viewed holistically, the program has variety and good organization, and it seems appropriate to the age and interest level of third grade students. The materials, including student and teacher texts, discovery journals, profile sections, and fine-quality literature selections are integrated into a coordinated basal program. The teacher's edition contains an array of helpful features: "Access Activities," "Access Strategies," "Research," "Collaborative Learning," "Making a Model," "Writing a Paragraph"—all appropriate for third graders. The atlas, gazetteer, and geography glossary are up-to-date and easy to use.

Manual and reference materials are convenient, well planned, and clearly articulated. Instructional opportunities for teaching students of different cultural backgrounds are included in "Limited-English-Proficient Investigation" sections, through visual learning suggestions, and through access strategies for hands-on activities. Varied extended activities are recommended in each unit overview; bibliographies and resource lists are also included.

While opportunities for oral and written reports are limited, the assessment and evaluation program allows numerous opportunities for students to develop thinking and writing skills. Graphs, maps, and writing prompts are contained in the test booklet and "Discovery Journal." The "Chapter Review" section provides "Critical Thinking" and "Preparing for Citizenship" sections which often apply toward evaluation. To some extent, basic skills are assessed by fill-in-the-blank type of responses.

### Houghton Mifflin Company
### *Houghton Mifflin Social Studies*
### Grade 4

In *Oh, California*, each of the 17 characteristics of the framework is developed and integrated in a manner appropriate to the content and grade level of the students. A wide selection of literature is integrated and correlated into the narrative bringing the chronology alive as a story well told. Though controversial issues, the role of education, patriotic emphasis, and the impact of religion all need more development, most of the characteristics are explored in some depth. All three of the major goals of the framework are identified as major purposes of the program, both in the teacher's manual and throughout the student text. Essential learnings are specifically identified and sequenced in the scope and sequence chart, and the teacher's manual provides into, through, and beyond activities to guide teachers and students in providing coherence and depth to each unit of study.

The content of this material is centered on a chronological development of history and is presented in an engaging narrative style with varied primary sources. A variety of literature genres can be found in the text and in the ancillary materials. The text is presented as a holistic study of historical periods integrating history, geography, and other social sciences with the humanities and other disciplines. It provides the

necessary background to help students reconstruct the past. Historical empathy is depicted throughout the text and the ancillary materials. Further development of patriotic emphasis, more discussion of the role of education, the inclusion of religion, and the presentation of controversial issues could improve the program profoundly.

Chronological history is the organizing force for the program. History is presented as an exciting story and is especially strong in chapter openers. The narrative which follows these, though always clear and readable, does not always maintain the excitement. Human interest is rich and is enhanced by the inclusion of varied primary sources. Narratives have a beginning, middle, and end.

Perspectives were varied, but additional examination of Sierra Nevada and Central Valley Native Americans, additional Hispanic perspectives, and further geography study of the Sierra Nevada would strengthen the commendable in-depth treatment already in the text. The integration of literature is rich and meaningful, such as *Patty Reed's Doll* and *A Jar of Dreams*. Literature needs to be more consistently referenced to correlate text and ancillaries. Other areas of the humanities, including dance, drama, music, and visual arts, need greater inclusion; the multicultural perspectives could be significantly improved through these resources. Likewise, the great variety of primary source materials, such as letters, songs, news articles, and a speech, could be enhanced through court decisions, debates, further speech excerpts, and other source types.

Many critical thinking opportunities exist in activities for each chapter, such as the trading lesson and environmental poster as well as role playing, word webbing, and a discovery journal. Students are also guided to consider different perspectives of colonization. Surface discussions of slavery, Joaquin Murietta, the significance of the railroad, and the Japanese internment deserve greater treatment. The Hetch Hetchy and Mussel Slough issues are two examples of good development in the text, and these are approached from the standpoint of both ethics and controversy.

The insufficient handling of ethics and controversial issues may account somewhat for the negligible treatment of religion in the text. For example, the missions are discussed as related to the desire to teach Catholic beliefs, but there is no description of the nature of those beliefs. The unit on American Indians makes very little mention of their religious beliefs, and the religions of various settlers or immigrants are likewise minimally treated.

Students have little opportunity to reflect on issues which encompass civic participation or democratic principles. While the text addresses the "struggle for rights," it does not extensively develop the need for citizens to continue this ongoing process. An adequate discussion of government and its process could have engaged students in thinking about democratic principles. The modern use of suffrage, the need to vote, its necessity to guarantee our democratic process, and models of educated men and women are areas needing more in-depth coverage.

The quality of program organization is high. Activities are appropriate for a wide range of abilities and include cooperative projects, debate, discovery journal, and recommendations for home and parent involvement. Maps are accurate and up-to-date, and the text includes table of contents, index, glossary, and reinforcement activities. The teacher's manual has convenient size and format. Graphic organizers, access strategies, background, and correlation to other disciplines are helpful. Outstanding collaborative and creative assignments are included, such as those developed for the discovery journal; strategies found in sidebars of the teacher's edition are often appropriate for pupils of limited language ability as well. Supplemental literature needs to be referenced more consistently.

A test booklet, student workbook, and end-of-chapter evaluation materials accompany the program. The "Profile of Student Performance Sheet" at the beginning of the test booklet provides teachers with a comprehensive assessment program that could include lesson reviews, chapter reviews, understanding skills, chapter tests, and the discovery journal. Tests include knowledge questions and open-ended, free-response questions. These provide students with opportunities to respond in varied ways. Emphasis is still given to knowledge and skill examination. Teachers may need further guidance in evaluating open-ended questions at the end of each test. Inclusion of prompts, similar to those used in the California Assessment Program, as a part of the writing activities for the text would also be an improvement.

### Houghton Mifflin Company
### *Houghton Mifflin Social Studies*
### Grade 5

The fifth grade materials for *Houghton Mifflin Social Studies* are a commendable program. Each of the 17 characteristics appears throughout the text, and the three goals delineated in the framework are identified as major purposes of the program and are generally supported in the instructional materials.

A sequential, clearly articulated, and well-planned program is evident in the introductory material for teachers. The rationale for objectives, units, and lessons is clear. The major learnings of the framework are covered clearly, chronologically, and topically.

History's story is vivid, dramatic, exciting, challenging, and stimulating in this text. It is rich in interpretation, sources, literature, and dramatic events. Historical turning points are fully developed, and students' interests are stimulated to discover why and how events occurred and what was their impact. The focus on common people is excellent, and firsthand accounts make the narrative come alive. In fact, a good variety of primary source materials provides an authentic feel for time and place and is used to exemplify and illustrate the textual narrative.

Topics build in a systematic manner, helping students understand essential learnings. Discussion of geography's relationship to historical events may be found in such studies as New England colonies, Puritan life, and American Indians. Review units maintain a clear focus on major ideas and events, and chapter reviews help students keep the "big ideas" in mind.

Much of the in-depth treatment is achieved through integration of literature and the other humanities. Varied genres are utilized, including nonfiction, diaries, biographies, legends, oral literature, poetry, and religious literature. The selections incorporate multicultural perspectives as well as the viewpoints of men, women, and children. The *Bookshelf* contains numerous trade books that complement the curriculum; a few, however, seem beyond the scope of the course description. All trade books would be more likely to be used if referenced in the teacher's edition. The paintings included are outstanding examples from the visual arts. Insufficient amounts of drama, dance, and music weaken this aspect of the program.

The inclusion of different perspectives is also used as a means of engendering critical thinking. Students are given consistently challenging and extended opportunities to examine issues from more than one point of view. Students learn to detect bias, think logically, avoid stereotyping, reach conclusions based on solid evidence, and think creatively. Special segments on critical thinking are especially commendable.

Historical controversies are portrayed honestly, and issues provide a basis for better understanding rights and responsibilities of citizens in a democracy. Supplementary effort by teachers will be necessary to overcome omissions in the "Trail of Tears" topic, however.

Students are given opportunities to consider and discuss ethical behavior. Most notable are persons who exemplified high integrity or devoted action, such as Tecumseh, Tubman, Truth, and Washington. Puritan society, taxation, and slavery are topics used to provoke discussion and prompt student thought on individual responsibility. The Mexican War was not as fully developed as hoped in relation to Latino perspective, but discussion of the ethical issues involved in the settlement and annexation of Texas is noteworthy.

The significance of religion in American history is found in the fine discussions of Puritanism, the First and Second Great Awakening, Williams, Hutchinson, and Garrison. The development of African American churches is highlighted but not developed in depth, nor is American Indian revitalization.

In addressing civic values and democratic principles, the materials generally promote a pluralistic society with a democratic vision of rights and responsibilities of citizens. Demographic changes of America, evolving attitudes toward women and various ethnic groups are treated, and the text's title, *America Will Be*, suggests the ever-changing nation.

The materials will inspire students to the best principles of the American heritage. Included are addresses by historic figures such as Lincoln's "A House Divided" speech, the Declaration of Independence, the Bill of Rights, and an article about James Madison and the Constitution which helps students to distinguish fact from fiction. An excellent chapter, "Building a New Society," and a solid lesson, "Patriot or Loyalist," are admirable. Course materials do not, however, include a sufficient number of notable poems, songs, and legends conveying the American ideal or vision.

The materials reflect the significance of public education and, to a moderate degree, the message that education is power. Models of intellectual development are offered in presentations of Sequoyah, Abigail Adams, and Benjamin Franklin; however, the materials seldom present wisdom, knowledge, and education as a value of American Indians, Asians, African Americans, and Hispanics.

The program is well organized and aligned with the framework, with format features that provide for easy use and reference. Student activities are well defined, including a variety of collaborative projects for active learning; suggestions for using biographies, resources, and time/spaced databank; and supplemental and extending activities. Although activities are suggested for a diverse student population, it is recommended that the publisher provide a special reference manual for limited-English-proficient students, including information on interactive activities, home involvement, and self-esteem. More opportunities need to be suggested for school and community participation.

A comprehensive, authentic assessment is included in these materials, including strategies that are not categorized for assessment. The materials strongly encourage active participation, including areas addressed by the California Assessment Program. Critical thinking, valuing, and basic skills are assessed by a variety of teacher, peer, and personal techniques. A student profile is provided in the test booklet, and student portfolios enhance tests and reports.

### Houghton Mifflin Company
### *Houghton Mifflin Social Studies*
### Grade 6

The inclusion of the framework's characteristics, goals, and strands is well accomplished in this material. Ancient history is presented chronologically and is meaningfully integrated with geography, extensively integrated with the humanities and primary sources, and supported by activities that encourage students' active participation. Correlation with other disciplines is evident, and students are helped to develop historical empathy and understanding for people of ancient times. In-depth treatment of each major religion is a notable feature, as is the use of literature throughout the program.

The scope, sequence, and articulated development of the program's curriculum goals and strands are clear and closely correspond to the California framework. Study skills, visual learning, map and globe skills, critical thinking, and social participation are utilized over and over again so that students' proficiency increases over time. Social science is integrated throughout and well articulated across grades. For example, the sixth grade study of geographic reasons for a city's location builds on fifth grade lessons explaining why different economic activities occur in different locations and in turn leads to the seventh grade examination of economic advantages of particular locations.

The material in the text is exceptionally well aligned with the framework's course descriptions, providing in-depth treatment of the history and culture of ancient Mesopotamia, Kush, India, China, and the Roman Empire and of such people and events as Confucius and the Peloponnesian War. Topics are richly detailed and sequentially developed, as in the chapter on Egypt which relates geography to politics, religion, and art.

Vivid portrayal of people's endeavors, triumphs, and tragedies is an outstanding feature of the text. Forceful personalities such as Alexander, Caesar, Socrates, and Jesus come to life. The political struggle of the Roman plebeians, the common people, is given detailed treatment. Cause and effect are well established through accounts and questions, and dramatic incidents are portrayed in a way that maintains student interest. Physical and cultural evolution are depicted in the narrative as well as visually in pictures.

Part of the book's success is the large and varied number of primary sources, pulling from artifacts, art, speeches, diaries, and religious texts. Exceptional integration of literature, drama, and other humanities further strengthens the text's effectiveness and appeal. Selections from the *Epic of Gilgamesh*, the *Odyssey*, the *Aenid*, "Ekinder," "Esther," and "Meng-Jiang Nyu" exemplify this component; and treatments of genders, ages, and cultures are balanced. Cave paintings of Lascaux and excerpts from Greek drama provide further variety, though a longer selection from *Antigone* would deepen understanding of Greek values.

Opportunities are presented for students to consider a variety of ethical issues such as greed, slavery, human dignity, justice, and law. Limitations on women's lives and opportunities are dealt with in Ancient Rome, but there could be more inclusion of women's historical experiences and contributions. The significance of religion in history is much stronger in that beliefs are treated in depth in their historical context, with sacred texts and documents providing insight into the impact of religion on events, laws, and culture.

While many controversial issues are handled in the text, some are one-sided or overlooked. Athenian motives for suppressing Socrates, the persecution of polytheists by Christians, and Caesar's murder might well have received more extended treatment.

Cultural diversity is well represented through frequent and detailed examples of cultural uniqueness and cross-cultural comparisons. The narrative includes tales of ordinary and extraordinary persons, and the overall effect of the materials should generate empathy for diverse cultures.

Civic values, broadly construed, are well discussed. Each chapter review has a "Preparing for Citizenship" section which leads the reader to relate past to present experience. Athenian, Periclean, and Roman concepts are studied in depth, along with such writers as Confucius, whose words on family and governance address order and responsibility. The "Making Decisions" feature also requires students to weigh policy alternatives and consequences. "Understanding Censorship" explores the importance of education in a democracy and complements studies of schooling and learning in Greece, Rome, and Confucian China.

Viewed holistically, the program is well planned. Materials are impressive in variety and quality, incorporating print and nonprint matter, minipedia, atlas, glossary, gazetteer, biographical dictionary, and geographic glossary. Each chapter in the student text has a number of elements as a part of its structure. The teacher's edition includes focus questions, key terms, objectives, graphic overview, and access strategies. Homework options and answers to review questions are included, and the total organization offers instructors many choices for teaching strategies and student learning activities. Extensive variation exists throughout the comprehensive program. As a part of the teacher's edition, a professional handbook and suggestions for further reading round out instructional strategies. Ancillaries encompass a study guide, tests, map masters, transparencies, a home involvement booklet, study prints, a discovery journal, and posters. Student literature books are included in a supplementary "bookshelf" collection. Male heroes predominate in the book selections.

Assessment and evaluation materials are varied and encourage student participation in the process. The "Exploring Concepts" feature at the end of each chapter uses a variety of assessment means, including cause-and-effect charts, time lines, and current reminders of ancient civilizations. "Using Critical Thinking," "Preparing for Citizenship," and the discovery journal offer numerous writing opportunities to provide techniques of assessment that address different learning styles. Map/math activities, cartogram questions, short essays, and similar approaches to evaluation are easily seen in ancillary materials, though the tendency there is toward simple recall.

### Houghton Mifflin Company
### *Houghton Mifflin Social Studies*
### Grade 7

The goals, the strands, and the relevant characteristics indicated in the framework are reflected in the plan of the curriculum and the outline of

the text as well as in the content. All three major goals of the framework are noted, and a "Scope and Sequence" chart which succinctly outlines the text's treatment of the goals of knowledge and understanding, civic understanding and values, and skills is included. The 17 characteristics of the framework are systematically and sequentially developed, integrated, and well planned. The materials manifest a superb correlation of literature and history, as evidenced in listings under "Literature" and "Primary Sources." Archaeology, history, geography, the social sciences, and the humanities are masterfully integrated. The content is centered in chronological history, presented in rich narrative style as a "story well told," and strongly supported with analytic materials to explain events.

The articulation and development of curriculum goals and strands are clearly presented and explained in the teacher's manual. Materials give evidence that the sixth and seventh grade texts mesh and reinforce learning in a satisfactory manner. Sequential organization of lessons and integration and correlation of learnings across curriculum strands are particularly evident. The text includes eight unit overviews, which correspond to 18 chapter organizers and rationales. In this way, there is an exceptional tie between the framework and student materials. The curriculum strands are richly developed, deepened, and extended in ways that challenge and involve students.

Over 50 maps are included. They are directly related to the subject matter discussed and help students to visualize the movement of people, the rise and fall of empires, economic behavior, and the effects of physical geography on culture. In each case, the maps add to the students' sense of geography as a dynamic element in world history. In addition, a variety of charts reinforces geographical understanding, and the inclusion of a 16-page atlas provides the student with a convenient reference for various regions in the world. A well-illustrated glossary of geographic terms assists in the comprehension of physical features of geography.

Facts and changing explanations presented in the content are generally based on the latest and best scholarship in history, geography, and the social sciences. The text is particularly strong in its infusion of the five themes of geography: location, place, human-environmental interaction, movement, and region. Chapter 5 begins with the major land regions in West Africa south of the Sahara and demonstrates the effects of the regions' climates and landforms on the development of an economy of trade. The rise of one West African empire after another is explained, in part, through maps. Similarly, in Chapter 6, the impact of geography on early peoples in South and Central Africa is assessed, and the rise of trading states is made clear. The overall effect is a highly commendable alignment with the framework.

Literary selections serve to enhance subject matter treated in the text and incorporate a multicultural perspective. Cultures and societies are treated in depth and enriched with a variety of text and nontextbook materials.

A set of seven books, fiction and nonfiction, is included as supplemental material and enhances the treatments of historical periods and ethnic groups found in the text. Historical empathy is developed through focus on both well known and common people, but a weakness in this regard is the insufficient attention to the treatment and role of women. Greater depth could have been achieved in the treatment of the Renaissance and Reformation, limited attention being given to Machiavelli, Cervantes, Hus, and the Thirty Years War.

The narrative style is rich and coherent. Student interest is sustained through vivid and dramatic accounts without sacrificing historical accuracy. The chapters often start with writing designed to capture students' interest; for example, the account of Muhammad and "Imagine being on a trip by van across the Sahara in North Africa." More such "hooks" would further enliven the text.

Numerous passages in the text specifically guide students in the art of critical thinking, such as "Identifying Stereotypes," "Understanding History," and "Exploring Archaeology: Clues and Connections." Every chapter in the teacher's edition contains several questions for pupils that encourage them to think critically. In presenting controversial issues, the actions of contending parties are generally portrayed in a straightforward and truthful way. Commendable objective discussions are found particularly in the treatment of such sensitive topics as the Crusades, the Reformation and Counter-Reformation, and the beginning of the Spanish Conquest of South America. However, similarly straightforward and adequate discussions of the Spanish Inquisition, the persecution of Muslims and Jews in 15th century Spain, the persecution of Jews in Renaissance Europe, and the trials of so-called witches in Europe are not readily evident.

Although the text incorporates the findings of current historical scholarship, it does not always provide differing historical interpretations. Concerning the reasons for human sacrifices among the Aztecs, for example, the text conveys the uncertainty of some historians but does not offer varying recent scholarly interpretations. In the context of the Middle East, the text suggests that Muhammad expelled the Jews from Medina because of their rejection of Islamic religion. However, research by major historians leads to the conclusion that the actual reasons for the Jewish-Muslim conflict in Muhammad's time were mainly political, involving a power struggle.

Students are introduced early to the history of cross-cultural contacts, and ample opportunity is afforded for the development of a realization that cultures and ethnic groups hold to different values. Further, the rich weave of historical narrative vividly portrays the events, lives, and varying perspectives of a variety of peoples from the past; for example, the stress on the appeal to West Africans of the Islamic teaching on the "brotherhood of all believers," the toleration of three belief systems encouraged by Emperor Wen in China, and Sahagun's report of a Native American's eyewitness account of the Spanish arrival in the New World. In "Japan: Unified Yet Isolated," the emergence from relative isolation

of a culture that is very different from American culture is handled in such a way as to strengthen understanding of the significance of cultural conditioning and to enhance appreciation of cultural diversity.

Moderate attention is paid to ethics, belief systems, and ethical issues in human history. Some of the materials prepare the way for an understanding of differing and often strongly held values or ethical convictions; for example, the literary tales "A King's Advisor" and "The Cow-Tail's Switch" and the references to Japanese codes of honor. The coverage of religion is extensive, rich, and generally objective. The major world religions, appropriate to the grade seven curriculum as specified in the framework, are discussed in their proper chronological, social, and geographical settings. Often, the impact of religious ideas and values on ethical orientations and the course of historical events is noted. Collaborations, confrontations, and other kinds of relations between the religious establishment and the political and social institutions are discussed to varying degrees.

Primary sources are incorporated as a meaningful part of the history–social science curriculum, and they support the purposes or topics of the content. Among the over 50 primary sources in the text are passages from the writings of Marco Polo, Lady Murasaki, Nicetas Chroniates, and Louis XIII. Additional richness would have been obtained by the inclusion of more examples of classical literature appropriate to the grade seven time frame.

A variety of visual art enhances the program. Art transparencies with a workbook corresponding to the historical framework and the diverse cultures in the book would provide added strength. The page format, while attractive, may be distracting to some because of the inclusion of so much material on each page.

Civic values and democratic principles are emphasized by placing them in relation to a variety of cultural contexts. The inclusion of sections on the various forms of government in Rome, the Samurai and the code of honor, and a study of West African values are examples of the range of values and principles treated. As a result, students gain knowledge of previous struggles and learn of the effects of one culture on another, as in the relationship between the Enlightenment and the Declaration of Independence. Students gain some sense of their own role in safeguarding and extending the nation's democratic ideals and processes. Further, there is an effort to show the effects of the ideas of Locke, Montesquieu, and Rousseau on the Declaration of Independence. Overall, the materials give an introduction to this nation's revolutionary past and to the debt it owes to the Europeans who created a vision of natural rights and self-government.

The materials depict the importance of scientific advances and the role education plays in various societies. Students learn about Islamic and Chinese contributions to science, Islamic schools in the Middle East and Sub-Saharan Africa, Chinese schools under the Tang and Song dynasties, and European universities. At times, the connection between the

need for an educated citizenry in a democracy becomes clear. However, the text does not mention the limited availability of higher education for women, particularly in Europe in the late Middle Ages. The materials present a few examples of the great advances made in science and technology with the scientific revolution.

The teacher's edition has many components to help the teacher enhance the student's text, including a variety of informative material and suggested student activities. Ancillary materials include a study guide keyed to the chapters, map activities and map transparencies, home involvement suggestions for each unit, a test booklet, study prints, posters, a discovery journal, six works of literature keyed to the text, and a teacher bookshelf (a set of reference books for the teacher). The posters are for the "Moment In Time" sections in the text. The journal book provides writing opportunities for the "Literature," "Making Decisions," "A Closer Look," "A Moment in Time," and the "Exploring" features of the student text.

If teachers are looking for a set pattern to follow, some teachers might find the format of the teacher's edition difficult to follow because of the wealth of information provided. Materials incorporating today's technology into this program were not evident.

The components of assessment and evaluation are varied and include a chapter test booklet, the review section for each lesson, special feature pages and activities in both the student and teacher books, the discovery journal, and the chapter review. The chapter test booklet provides a four-page, two-part test for each chapter. It consists of Part I—three pages of lower-level/recall-type questions section (true/false, matching, short answers) and Part II—one page of free-response questions with one essay question. The assessment and evaluation of students may also be done through cooperative group activities or individual activities. The discovery journal provides numerous opportunities to assess students' progress across the curriculum with its literature, humanities, and science. Compliance with the California Assessment Program will be met if a variety of components from the book's assessment program are used.

### Houghton Mifflin Company
### *Houghton Mifflin Social Studies*
### Grade 8

This material exhibits close attention to the framework's characteristics, goals, and strands. The presentation of history is chronological and sequential, and the narrative is unusually well integrated and correlated with music, science, math, and language arts. The narrative style overall exemplifies a story exceptionally well told and one which features extensive use of literature within the text and as an ancillary collection. Students are frequently exposed to multicultural perspectives, ethical issues, aspects of civic values and democratic responsibilities, hallmarks

of the U.S. Constitution, various controversial issues, and the importance of religion in history. Participation, critical thinking, and basic study skills are infused into the curriculum, and a variety of teaching and assessment strategies are suggested. Of the 12 framework strands, geographic literacy is not as well developed as the rest, but it does meet framework requirements. The book provides a fine explanation of the role of geography in history and a solid treatment of geographic regionalism. More than 75 maps are integrated with the text and support students' geographic interpretations and analyses of the historical periods under study.

The text is well organized and includes posters; transparencies; a laser disk; a workbook ("Discovery Journal"); and study prints. The introductory section, "About Your Book," is an inviting first step toward bringing students into the materials and sets a standard of student involvement that is maintained throughout. Primary sources are elegantly woven into the narrative.

The framework course description is reflected in an engaging, accurate narrative. Each chapter opens with an exciting narrative and an engaging visual presentation of photographs, archival materials, and graphics. Dramatic events are presented to stimulate student interest, and numerous opportunities appear for considering ethical standards and issues. The narrative does a noteworthy job of highlighting the accomplishments and endeavors of a variety of people who have played a part in the drama of American history. Occasionally, vivid portions of narrative are followed by somewhat less exciting passages, but on the whole the writing is excellent and will capture the interest of students and challenge them intellectually. The narrative is particularly exemplary in its presentation of issues, controversies, and problems that will challenge critical thinking.

Excellent accounts are given of the Cherokee and Plains Indians, free African Americans, and European immigrants. Neither Hispanics nor Asians, however, are as well discussed in terms of their cultural traits and historical contributions. The treatment of pluralism, nativism, and immigration, however, is strong.

Religion is not always presented as an important theme in U.S. history. Discussions of the Great Awakening, religion in relation to slavery, and the Shaker Dilemma are well developed. However, the review treatment in this textbook of Houghton Mifflin's fifth grade study of Puritanism repeats little of the exceptionally rich treatment of religion in that text. Teachers will need to communicate to students the excellent discussion of the Second Great Awakening included in the teacher's edition but not in the student's edition.

One of the book's special strengths is its presentation of civic values and democratic principles. Constitutional heritage is treated with some depth, as are the rights of citizens, the avenues available for improving and striving for equal justice, the benefits of compromise, and preparation for citizenship. The connection between education and history is

**History–Social Science:**
**RECOMMENDED**
*(Continued)*

demonstrated on numerous occasions. Patriotic poems and songs are frequently integrated into the narrative, and significant attention is given to the role of patriotism in history and the evolution of American values, character, and heritage. Important quotes and speeches support this facet of the text.

The materials, when viewed holistically, are comprehensive, have extensive variation, are systematically organized, and are developmentally appropriate for this grade level. Activities incorporate higher-order thinking skills involving different perspectives and collaborative learning. In preparing activities, the writers addressed a wide ability range, including the limited-English- proficient (LEP) student, and a "Home Involvement" package includes messages to parents for every unit. Activities for the LEP student need more extensive treatment if the needs of those students are to be met adequately. Support features, such as index, glossary, atlas, and minipedia, are included, along with interactive Macintosh and laser disk material. The teacher's edition and reference materials are convenient, well organized, clear, and varied. However, the use of ancillary literature selections would be greatly facilitated by referencing their use in the teacher's edition and suggesting into-through-beyond strategies for each title.

Assessment and evaluation materials include a variety of evaluative tools, many of which strongly encourage students' active participation. Virtually every lesson ends with a "Review" section emphasizing focus, belief systems, economics, critical thinking, and writing activities. Innovative features include the use of "Exploring Concepts," "Preparing for Citizenship," and "Using Critical Thinking" sections. Many lessons are followed by an "Understanding Skills" lesson which incorporates useful skills related to the study of history. Accompanying tests include objective, short essay, and longer evaluative essay questions. The "Making Decisions" and "Decision Point" sections ask students to complete an authentic assessment.

# Program Descriptions

## Not Recommended

### Delos Publications
### *The Ancient World*
### Grade 6

The sixth grade material represents an attempt to match the framework's characteristics, goals, strands, and course descriptions. The narrative is rich with vivid language and is well told. The materials reflect the five major units in the framework in some detail, including the study of geography. However, the book suffers greatly from insufficient treatment of several major aspects.

The development of geographic literacy, which is a major goal of the framework, is handicapped by inaccurate and hard-to-read maps scattered throughout the text. The basic geographic themes of the framework are not effectively developed in context, nor are they correlated with the narrative of the text. Where maps are included, they usually lack cartographic basics such as explanatory legends or means of showing direction and depicting scale. Parallels and meridians are not evident, and regional maps are not placed in their relative global context. In some cases maps do not correspond to the narrative that accompanies them. These are serious flaws which make it impossible for children to acquire essential geographic learnings from this text.

The goals and objectives of the program are clearly stated and emphasize framework alignment with history, primary sources, people, and events. Chronology is a major organizing force. Skills attainment and civic values are not adequately addressed, nor are the strands related to citizenship clearly stated in the teacher's manual. However, the presentation is not always consistent with the framework's intent. Recall and comprehension are overemphasized at the expense of other critical thinking skills.

Examples of high interest level and good narration are numerous. The history of agriculture, the Persian Wars, Ashoka, Roman persecutions, and the Dorian period are told with interest and accuracy. At times, conjecture interferes with accurate portrayal detracting from the overall presentation.

Topic headings build sequentially, and in-depth treatment is evident in that significance of the topics is meaningful and clear. Legends and opinions, however, are not always delineated, as in the account of Cylon's ascendancy and Alexander's thoughts prior to his death. Although historical events are related to geographic places, in some cases

**History–Social Science:**
**NOT RECOMMENDED**
*(Continued)*

they are not given in-depth coverage; an example is the case in which the geography of Rome is confined to the Italian peninsula.

Materials present an acceptable depth of content and variety of perspectives, especially as students are given opportunities to reflect about ethical and controversial issues, including individual and social responsibility for civic welfare. Some events and people are portrayed from one perspective (such as Roman slavery and expansion and King David), leaving the reader insufficient data to form a balanced conclusion. In developing in-depth perception on the part of students, the authors too consistently ignore such analytic skills as distinguishing fact from opinion, formulating hypotheses, interpreting, and inferring. The roles of women, various cultures, religious, and racial groups are presented and developed, but there are few comparisons or contrasts drawn.

In some cases literature and primary sources are integrated with the curriculum, as in the *Odyssey* and the Egyptian hymn. They appear in the context of the curriculum in an appropriate and accurate manner. Variety is a strength in that selections include religious writings and speech excerpts that give insight to the historical periods being studied; the inclusion of Shelley's Egyptian poem is an example of how history is viewed from other times. The inclusion of literature is not frequent enough, however, nor are the primary source excerpts presented in sufficient length. A longer excerpt from Plato, for example, would help provide authenticity to his ideas and values. When integration with the other humanities is attempted, illustrations suffer from lack of color and poor quality; consequently, the importance to history and culture is diminished.

Civic values and democratic principles are emphasized primarily through units on Greece and Rome. The narratives on Athenian democracy and the Roman Republic illustrate the evolution of basic democratic principles. Few opportunities exist to discuss fundamental democratic concepts or to prepare students to assume the role of citizens. This deficiency is also evident in the treatment of education. While references to education in ancient civilizations are found, there is little connection with the role education plays in preparing students for democracy.

The organization of the materials is clear. The textbook contains a preface, introduction, table of contents, and a glossary, and the introduction helps prepare students for their important study. Wide, uncluttered margins make for easier reading. However, the index contains incorrect citations which impede use. The poor quality of maps and other visuals seriously detracts from the overall program.

The teacher's guide is convenient in size, format, summaries, and stated goals. Recommendations for addressing positive self-esteem are not included. However, strategies for students of different cultural backgrounds are included, as are suggestions for remediation, enrichment, limited-English-proficient students, and individual and group assignments. Some creative assignments, such as debates, interviews, role

playing, simulations, and newspapers, also appear. The manual recommends background materials, technology, and related tools.

Assessment and evaluation are not strong. The opportunities for student self-assessment are few and not varied. Emphasis is given to short answer and multiple-choice questions which focus on knowledge, comprehension, and recall. The format of the assessment materials makes reproduction difficult.

### Delos Publications
### *The Medieval and Early Modern Times*
### Grade 7

Although the material addresses the characteristics and goals of the framework, the coverage is often weak and shallow. Learnings in the humanities, geography, and economics are poorly integrated with other disciplines. Few opportunities are provided to encourage students to discover relationships among the components of a society or make comparisons with modern times. The use of literature and the humanities is inadequate, and selections tend to be brief.

The most serious defect is the absence of a strong geography program; thus, one of the prime coordinates of the framework is missing. Although each chapter begins with an effort to establish a geographic setting, the descriptions, sometimes flawed, are served by inadequate maps and are seldom referred to again. Map basics, such as title, legend, direction, and scale, are missing, and the maps are not a part of the narrative context or effectively explained. The weakness of the geography strand seriously detracts from the in-depth treatment. Each chapter begins with a narrative account of geography's impact, and places are mentioned; but the few maps are so poorly presented (such as the one map of Islam) that the reader has difficulty keeping the chronology straight.

The goals and objectives of the program are clearly stated, and the historical, ethical, cultural, economic, and sociopolitical literacy strands are the best developed in the text. The materials were obviously written to the framework course description, and chronology is a major organizing device.

One of the book's outstanding achievements is the vivid and exciting presentation of literature. The narrative is rich in personalities and issues of the time and is exemplary in providing a meaningful historical context which should stimulate students to further inquiry. The topics build sequentially with a beginning, middle, and end, but visuals are often of such poor quality that they detract from rather than enhance the text.

Recurring opportunities exist for pupils to think critically about historical and contemporary controversial issues. Comprehension and evaluation are most consistently practiced, but analytic skills (distinguishing

fact from opinion, formulating hypotheses, interpreting inferences) are rarely explicitly taught. While no review units exist per se, the concluding paragraphs in each chapter provide both summaries and connections to future development.

Controversial issues are presented accurately and truthfully in a straightforward fashion. Differences of opinion capture the debates of the times, and accurate representation is given to more than one perspective, such as evolution, the slave trade, and Galileo's discoveries. Notable opportunities are missed, however, regarding the Spanish missionaries, the Jesuits, and the Chinese attitude toward the Tibetans. The treatment of the Crusades is presented from an entirely European perspective. The cruelties of the African slave trade are not sufficiently described.

A strong attempt is made to integrate women into history, and numerous examples may be found throughout the text. Interactions among diverse cultural groups receive attention, and significant attention is paid to ethical issues which are presented clearly from different perspectives. Consideration is given to standards of ethical behavior reflecting on individual and social responsibility.

The text reflects the importance of religion in history, with selections from sacred texts that give insight into the thinking and beliefs of various peoples (such as the "Five Pillars of Islam" and excerpts from the Koran and *Romans*). The ethics of the Aztec religion are discussed, and additional references such as St. Augustine's *Confessions*, the Sufis, and the Mayans provide diversity. There is a need to give greater attention to Confucianism, Buddhism, Shintoism, Calvinism, and Puritanism.

The use of primary source materials is characteristic of the text, including not only sacred texts but architecture, song, art, an account of a Chinese banquet, and excerpts from historical works. The selections appear infrequently, unexplicated, and are brief. At times, the sources are not referenced or have no follow-up activity or discussion (such as excerpts from *The Prince* and *The Tale of Genji).*

In the treatment of civic values and democratic principles, materials emphasize the presence or absence of democratic principles. Noteworthy discussions include the Confucian and U.S. attitudes toward rule, the Enlightenment, and the Roman imperial idea. The inadequate number of in-depth references fail to develop the ideas of John Locke, the English Bill of Rights, the Declaration of Independence, and the Declaration of the Rights of Man and Citizen. Despite the mention of education in studies of Charlemagne, Africa, Islam, and the medieval university, little importance is given to the role of education in a democracy and its citizenry. The exclusion of women from medieval and Renaissance universities is not mentioned.

Materials are thematic, coherent, focused, and identifiable. Activities and questions are stimulating and appropriate for seventh graders, and questions appear throughout the text. No graphs, charts, technology, or up-to-date and accurate maps are included. Text, workbook, and tests

focus on recall. The index omits some references; nonprint materials and messages to parents are not evident. The teacher's guide is convenient in size, format, and summaries. Goals, objectives, and evaluation components are related to the student text. Remediation, enrichment, and limited-English-proficient strategies are addressed; creative assignments such as debates, origami, and heraldry exist, and opportunities are provided for individual and group learning. The teacher's manual provides recommendations for background materials and technology.

Few opportunities exist for student self-assessment. Excessive emphasis is given to multiple choice questions and lower-level thinking skills, Few maps, charts, or diagrams are employed as part of the assessment. The spiral binder in which the assessment materials are contained makes reproduction difficult and cumbersome.

### Globe Book Company
### *Exploring American History*
### Grade 8

Although some of the 17 characteristics of the framework appear in this material, the overall correlation to the framework is sporadic and weak. Despite the use of stimulating chapter openers, the narrative is frequently interrupted by questions, numbered paragraphs, and a series of facts, dates, and events. Since the book includes topics and units that extend beyond the eighth grade course description, only 305 pages of 621 deal with historical eras identified by the *History–Social Science Framework* for in-depth treatment. The materials use a survey approach, limiting the number of pages in each chapter to four and thereby restricting the ability to treat historical events in depth. Although the story sometimes maintains continuity, some of the events and lives of important people are treated too briefly or not well enough to develop good understanding regarding their historical significance.

Few examples of literature are used to enrich the study of history; however, the primary source material included shows variation (e.g., court decisions, letters, and quotations), which permits students to gain some sense of certain periods.

Because of the survey approach, multicultural content does not always leave students with accurate and complete impressions such as in the one statement pertaining to Jim Crow laws. Controversial issues have a stronger (more thorough) treatment with the "Point of View" feature, the two perceptions of colonial life, and the Constitutional debates. However, such issues as the Texas/Mexico conflict, the African slave revolts, and Father Serra are not fully explored. Similarly, the writers missed opportunities to direct students' thinking toward ethical issues, and the text rarely reveals a well-planned approach to having students develop understanding of ethical issues in history.



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The text's survey approach restricts full development of other key aspects. While the text makes an effort to include geography throughout, and the use of maps and transparencies is commendable, the essential learnings of the geographic literacy strand are limited, and the quality of several maps is either inadequate or confusing. Likewise, despite a clear attempt to incorporate critical thinking skills, several activities do not employ actual higher order skills. In some instances, analysis, cause and effect, and different interpretations are not generated. Perspectives from the arts and humanities are somewhat lacking in their illumination of people's beliefs, ideas, motivations, and struggles. Early accounts of American Indians include no evidence of religion, and the period from 1850 to 1914 has little inclusion of religion except for a discussion of the Mormons.

In emphasizing civic values and democratic principles, the materials fare somewhat better in developing some topics, such as its handling of the Constitutional Convention. However, the historical struggle to extend the guarantees of the Constitution to all Americans is not fully explained. The power of education in a democratic society is sporadically treated. A teacher's resource booklet contains sections pertaining to the national anthem and the Declaration of Independence.

The text includes a description of organization and structure, but when viewed holistically, the materials address the program characteristics in a somewhat vague manner. Despite a two-page discussion, for example, the materials contain few approaches for meeting the needs of less-prepared, gifted, limited-English-proficient, special education, or other students with different learning styles. Assessment materials are somewhat varied in chapter and unit reviews and tests, but the survey approach minimally addresses areas evaluated by the California Assessment Program. The heavy emphasis on student recall and basic comprehension (matching, filling in blanks, classifying, learning vocabulary words, finding the main idea) shows only a partial connection to the framework aims in thinking about history.

### Macmillan/McGraw-Hill School Publishing Company
### *The World Around Us*
### Kindergarten

The framework's characteristics, goals, and strands are not evident in this text. Whether the aim was in-depth treatment, vivid and exciting emphasis on times past, multicultural perspective, or rich integration with literature and the humanities, the text is consistently lacking.

The writers' weak treatment of the framework's unit "Reaching Out to Times Past" is one example of the failure to address the framework course description. A story about Pilgrims and the first Thanksgiving and a flag activity are among the few instances of developing historical empathy. First steps in geography and economics are not well developed, either. For example, instead of encouraging students to explore

their neighborhood and create a model neighborhood or mural, the teacher's edition suggests that students locate their school on an activity ditto sheet with a crayon.

Limited amounts of literature (and that of questionable quality) affect the interest level and narrative style. The truncated version of "The Ant and the Grasshopper" is one example. Poems and fables are included, but a wider range of genres could have enriched the program significantly for this grade. "This Is Mother" and similar pieces are somewhat helpful in revealing people's lives and values, but the quality of literature and the limited number of standard folktales, myths, biographies, and trade books seriously affect the interest level. The limited integration of songs does not reflect a variety of times, cultures, or people, and there is little integration of visual arts, drama, and dance. Primary sources include pictures of Washington, the Statue of Liberty, and others, but it is not clear how such examples truly enrich the content. The "add-on" effect emerges here. Home and community members could have been primary sources for reaching out to times past, but this approach (and other source varieties) is not evident.

*Big Book* pictures are the most notable means of delivering a narrative, but the depth of treatment is questionable. In "Family Fun" students are asked to look at pictures and observe how members are having fun. The teacher is then directed to tell students what some families do for fun; students then cut out pictures of family activities and paste them on or outside a house. The text could have involved students by asking them about family pastimes; fine stories could have centered on family experiences, both now and long ago.

A read-aloud section is included with each lesson. Selections are usually poems and have the effect of an addition rather than an integral part of the curriculum. The quality of selections is often bland. Opportunities to discover how other people have learned to work and live together in times past are limited.

Students are given some opportunity to think critically by using such skills as sorting, classifying, sequencing, comparing, and contrasting. Few opportunities occur for students to develop these through stories of times past and historical empathy. Simple controversies within the grasp of kindergartners are not evident. The inclusion of some ethical issues could be found in fables, the writing of thank-you cards, and family and school rules. Needs and wants as ethical issues are not explored to significant degree. The treatment of ethical issues in the context of "now and long ago" is not readily evident. Religion is included in a cursory way and to no significantly notable degree.

Photos of various ethnic groups are included, but the cultures and beliefs of such groups, now or long ago, receive negligible attention. Though men, women, and children are depicted, signs of cultural interaction are not salient. There is, however, mention of Martin Luther King's achievement as a "special American."

**History-Social Science:**
**NOT RECOMMENDED**
*(Continued)*

Student interaction with senior center volunteers and the "adopt a grandparent" activity might be seen as an initiating activity toward democratic and civic values; likewise family and school rules are a part of the content. Differences and consequences, plus follow-up activities to these, receive such little attention that the aspect is neither rich nor adequate for the California curriculum. Finger-painting pictures of rules can be a difficult activity and does not provide connection between rules and civic responsibility.

Poems, songs, and art help establish some direction for patriotic themes. Some activities, such as cutting silhouettes of Washington and King, have a vague or questionable connection to the ethical aspect of American heritage. The flag is treated in some depth. Overall, a stronger vision of our country and its ideals is needed.

The importance of education and human models of intellectual development seem to be subordinate to activities related to the topic of school Singing the song about school does not tell why school is important; the school flag activity needs stronger treatment of its value or symbolic meaning. The relation between education and community and prosperity is left unclear.

The print and nonprint materials, when viewed holistically, represent characteristics that are identifiable and focused but not adequate for the framework course. Materials are varied yet limited in perspective or framework characteristics. Varied activities such as language arts, puppet show, and social participation are notable, and the writings include some economics, science, art, cooking, and geography.

The *Big Book* and teacher's edition are basic to the program.

There is a unit organizer and teacher exchange section at the beginning of each unit. Each lesson contains a prepare, teach, and close lesson plan. Learning center ideas and group activity ideas follow each lesson. An activities and read-aloud section also follows each lesson.These things are consistent throughout the teacher's manual. However, the *Big Book* pages and the teacher's manual pages do not always agree, causing confusion. The scope and sequence, table of contents, and program overview are included at the beginning of the teacher's manual. Patterns and home activities are likewise included at the end of the teacher's manual.

Although varied activities are included, there is an overabundance of paper-and-pencil work. The home activities bridge the gap between home and school and include the activity in Spanish as well as English; however, there are only five sheets—one for each unit. The connection between home and school is limited. There are limited activities to address the special learning needs of the students (gifted, special education, limited-English-proficient, and those with varied cultural backgrounds).

A bibliography at the beginning of each unit lists books, read-alongs, films, filmstrips, videos, computer software, and free materials. However, there was a very limited amount of software listed. K-clings are not included in the adoption, but their use in the "Teach" section of the lesson is not deep or meaningful in enhancing understandings.

The learning center ideas and the group activity ideas, although not always analytical or evaluative, provide opportunities for a variety of activities. The questioning within the lessons often ask only for simple responses rather than a higher-level skill. Sometimes the teacher is asked to remind students about information rather than ask them to explore and to come up with their own explanations of their world. The primary source of assessment is the activities section, which is referred to in the concluding section of each lesson. The activities are often of the paper-and-pencil type—match tools with workers, circle one food item of choice, or draw lines to match the body parts.

## Macmillan/McGraw-Hill School Publishing Company
## *The World Around Us*
## Grade 1

While the first grade text for *The World Around Us* does contain disparate elements found among the framework's characteristics, goals, and strands, the program's total effect falls short of adequate expectations. Emphasis is more on skills attainment rather than the careful, balanced weaving of the framework wheel. In-depth treatment of the course material as described in the framework does not often receive full treatment.

An example of the text's relationship to the framework is seen in the authors' treatment of local economic and geographic connections to the larger world. Students read that most people buy clothes in stores and that these clothes are made by others. A diagram shows "From Factory to You," but no development is given to trace clothing to its original source. As a result, children's understanding of economics is incomplete, since the connection with geography is missed.

The text's narrative style is not particularly dramatic or fascinating. Though some human interest is included in stories, photos, and paintings, much time is spent in defining terms and asking questions within the narrative. In the sections on family rules, families in other lands, how all people have needs, and the biographical sketch of John Chapman, the simplification suggests that student reading level was considered more important than student interest. The writing is usually bland or boring. Forceful personalities, dramatic events, and historical turning points, such as Columbus and the Pilgrims, do not receive a colorful, engaging delivery. The story of the Pilgrims is presented more as an event than a dramatic human experience. The map presumes that first graders will be able to independently reference the event to their own place. Concepts such as needs and wants, or events such as Independence Day or Columbus Day, are insufficiently developed.

Various strands are delivered in a somewhat disjunctive way. Though geography is notable throughout the text, it is often limited to isolated location skill lessons. Little evidence exists for themes of human movement and humans' effect on the land. Ethics may be seen in such instances as "self" and "family"; economics, in such ones as "people need food" and "buying clothes"; yet the program does not address or develop these strands in sufficient depth to complement fully the course description in the framework.

The text showed efforts to incorporate literature and the humanities. Such content as "The Big Turnip," "Little Red Hen," and songs such as "Washington the Great" are appropriately interwoven in the context of the course. Some poems, songs, and legends help to strengthen the patriotic content. More biographies and true and fictional tales of times past are noted and could have made significant improvement to the interest level. The cultural diversity unit in the framework could also have been addressed by more folktales and legends that gave insight into cultures now and long ago. Primary sources could likewise have been given more varied inclusion. Despite these drawbacks, the text achieved a modest level of success in literature and humanities.

A variety of cultures is referenced in the text, such as Canadian, Mexican, Nigerian, and Japanese. Narrative in the student textbook often reflects a single viewpoint. Limited and indirect treatment of some groups exists, and the lack of material about Mexican-Americans does not develop understanding of a key human group in California schools. Betsy Ross and Anna Moses are among the women portrayed.

Development of higher-thinking levels is infrequently provided; questioning techniques are often based on factual rather than casual analysis of material. The inclusion of more dilemma-laden stories and fairy tales would strengthen the material in its reflection of the framework regarding critical thinking and ethics. Greater empathy for people in controversy, such as through study of a biography of Martin Luther King, Jr., could be developed; the text misses opportunities to expand on controversies within the grasp of first graders. Sometimes follow-up activities such as doing rubbings, making log cabin pictures, doing comprehension checks, and gathering information on the Lincoln Memorial as opposed to reading compelling literature and role playing divert attention from ethical depth. Ethical content is usually presented in the context of following rules and the portrayal of admirable people.

Religion is only mentioned or implied, as in the case of the Pilgrims or a photograph of a church. The story of the Sioux could have included more content about their religion as one example of beliefs in various cultures. The importance of religion receives little attention.

Civic values and democratic principles are presented in the short narratives pertaining to special days, family rules, symbols, our pluralistic society, and sharing responsibilities. It was felt that these topics lack sufficient depth to help students understand better their continually evolving role as participants in community, civic, and democratic

affairs. Also, despite lessons about school rules, building citizenship, and some models of intellectual development, the connection between educated persons, our character, citizenship, and prosperity is left unclear.

The text has more success in patriotic emphases. Units dealing with America's history, beauty, and "special" people, along with songs, poems, and legends, complement the criterion on American heritage.

The program shows an acceptable level of organization. Lessons are clearly laid out. Activities for students seem to be largely paper-and-pencil oriented. There are a few opportunities to apply learnings in activities outside the classroom, such as "Visiting the Post Office." Research relative to learning is not often developed in this text. For example, the unit on "Families in Other Lands" would be enriched through home activities and an introduction to library research.

"Cooperative Learning" suggestions in the unit project sections limit students' responses to the teacher's questions and do not encourage interaction and challenge the higher-thinking skills. The use of technology included in the program is limited to an audiotape, although other forms of technology are suggested in various places.

The teachers' manuals and reference materials for the program are understandable, are satisfactorily presented, include some variety of recommendations, and are usable. Students' activities are clearly defined. The teacher's guide has a convenient size and format, with an overview and summary for each unit. The goals, objectives, and evaluation components for each unit are correlated with the student's text. Positive self-image and attitude development are addressed. Instructional approaches for meeting the needs of limited-English-proficient students are provided in an *LEP Activities Resource Book*. A variety of assignments and activities are suggested (teacher resource center books, writing, singing, plays, home-school activity, study book). Background materials for use of technology-related tools are included (music tape, overhead transparencies). Teacher exchange and bulletin board ideas to enrich the history social science program are found in each unit organizer. Suggestions were not found for instructional opportunities for teaching students of different cultural backgrounds.

Assessment and evaluation materials for the program offer some variety, although opportunities for students' participation in the processes is lacking. Testing materials do not often include questions that promote critical thinking, valuing, and social participation. Assessment materials are frequently limited to paper-and-pencil activities. Inclusion of holistic assessment strategies and techniques that allow children to think about their thinking (journal writing, brainstorming, quick writes, clustering, and mind mapping) would give the student participation in tracking his or her own learning of the content.

*History–Social Science:*
*NOT RECOMMENDED*
*(Continued)*

## Macmillan/McGraw-Hill School Publishing Company
## *The World Around Us*
## Grade 2

Elements of the framework's characteristics, goals, and strands may be found in this second grade text, but they are not as fully developed as necessary for an adequate program.

This problem may be seen in a comparison of unit topics. At this grade level the framework identifies for in-depth study "People Who Supply Our Needs," "Our Parents, Grandparents, and Ancestors from Long Ago," and "People from Many Cultures Now and Long Ago." Major units of this text include "Living in a Neighborhood," "Working Together," "Working for Needs and Wants," "Living on the Earth," and "America Long Ago." The text gives cursory attention to two of the three units in the framework. Citations to grandparents and ancestors were difficult to locate; cultures and people studied are seldom presented in sufficient depth to enable students to draw clear comparisons. In general, the treatment of humanities and literature should be increased in amount and improved in quality so that students might develop empathy for people and events. Also, a greater integration of geography with history would be an improvement; there is a tendency to treat geography in a separated manner. Exceptions include American Indian groups, trails to the West, and map routes.

The goal of civic values is one of the most clearly defined aspects of the program. Well articulated in the teachers' materials, these lessons emphasize volunteering, making choices, and the building of social skills. Patriotic values are not, however, expanded much beyond the study of America's holidays and the nation's capital. There is little evidence of opportunities to prepare students for their responsibilities as citizens in our pluralistic society.

Text and ancillary materials do not show a lively narrative style. In describing Mike's new house, the narrative in lesson one is centered on facts as it defines the word "neighborhood" and describes two neighborhoods. This lack of empathy and human interest may be seen in the narrative on Jamestown: "Life in America was not easy. Many times the Jamestown settlers thought of sailing back to England. In the end they decided to stay."

The lack of a strong story line affects meaningful introduction of a topic and development of its significance. Students have limited chances to focus on why people and events are important. "Flag on a Flagpole" and "A Bundle of Sticks" are two examples of literature or drama used in the text; teacher support materials include a song cassette complementing various units. Still, the whole does not display an adequately engaging, in-depth treatment.

Instructional materials present and support an acceptable inclusion of critical thinking. Greater inclusion of primary source activities, and of

controversial issues within the grasp of second graders, would have strengthened the critical thinking component. More causal analysis integrated into the framework content would also be commendable.

Some treatment of ethical issues was evidenced in places, such as a fable teaching the value of working together. Opportunities to explore or consider ethics and the consequences of behavior could have been increased by greater inclusion of value-laden tales, stories, and myths. Treatment of religion was limited and seldom reflected the important role of religion in motivating people or founding our nation. Passing references to the Pilgrims' feast, Chanukah candles, decoration of a Christmas tree, pictures of a church, mention of a church as a place "where people go to pray," and naming similar places for worship constitute the bulk of attention to religion.

The importance of education in a democracy needs more development for an adequate level of depth. Standing in line, working together, walking to school, and going to neighborhood schools are the most salient aspects addressing the role of education. The text fares better with models of achievement, as with Lincoln, Franklin, Sally Ride, and (perhaps the best example) Mary McLeod Bethune. Still, the connection between educated minds and the welfare and character of citizens is not emphasized.

Cultural portrayals demonstrate few interactions among groups. Photographs represent certain groups visually. In "Building Bridges," students are introduced to Canadian and Indian children, but the treatment of cultural characteristics, customs, and values is limited. The brief study of Harriet Tubman is one example from "People from Our Past."

The organization of the materials is good. Purposeful planning is evident in the way the units are organized, and the program includes teaching options, bulletin board ideas, bibliography, and planning guides. The teacher's edition is convenient in size and format. Themes and objectives are clearly stated in the lesson organizer at the start of each unit. The bibliography lists further references to seek out, and the bulletin board ideas correlate with the student text. Additional activities are needed for the learning styles of culturally diverse pupils.

Assessment and evaluation tasks show some variety and include written and oral reports. Further examples, together with personal evaluation and peer evaluation, would strengthen this program. Paper-and-pencil activities are salient, and the test booklet features similar types of questions, such as those asking students to fill in blanks.

## Macmillan/McGraw-Hill School Publishing Company
## *The World Around Us*
## Grade 3

*The World Around Us* contains an adequate level of depth in some of the characteristics, goals, and strands but falls short in others. Instances of interaction and small-group activities were found. Civic values and social participation in school and community were a strong, commendable feature of the program. Despite this consistently credible work, this textbook was not found acceptable because of insufficiency as to the narrative style and interest level; in-depth treatment of controversial issues, religion; and ethics; and integration with literature and the humanities.

A clear articulation of the text's goals adequately complements the framework. Instructional materials have appropriate historical content, including personal and historical time lines and maps. An overview of how communities and traditions are established sets the groundwork for exploring one's own local history but is sporadically addressed in the curriculum and concludes the text. Our nation's history is effectively developed to create a sense of community among people. However, the handling of cultural materials is insufficient. Many cultures are presented (Native American, Spanish, Chinese, Hispanic, and others), but the opportunity to develop a full and accurate understanding of these cultures is not utilized for third graders. The influx of immigrants living in San Francisco receives inadequate depth to consider the richness in our country's cultural diversity meaningfully.

The interest level and narrative style are weak, and this shortcoming is evidenced not only in the textual narrative but also in the insufficient inclusion and quality of literature, humanities, and primary sources. While instances of quality literature, humanities, and primary sources appear in the text, their overall effectiveness is unsatisfactory. The tone of the writing is bland. Several chapters begin with the introduction of children, such as Noah Purcell, which is acceptable; stories such as *Paul Bunyan* are included. Nevertheless, the narrative style misses high interest or humor. Bunyan's story is abridged with such statements as "Paul was so big that everything he did had huge results"; two sentences from William Bradford's writing are not sufficient to present a sense of time and place; the significance of Mesa Verde in the Anasazi lesson is not developed; Pueblo elders' childhood stories are not utilized. These deficits are typical, and it was felt that the skills, facts, dates, and events emphasis negatively affected a style that might otherwise be made engaging and lively with human interest.

A broader variety and greater number of quality literary examples would have strengthened the program. The use of Native American legends to accompany Chapter 3 would emphasize the rich cultural background of this group. Where stories are retold in the text narrative, the tendency is toward condensed, bland retellings. The inclusion of plays, such as *A Gift for Grandmother*, and songs, accompanied by tape and blackline masters, is commendable. Primary sources should incorporate a greater

variety and sense of completeness; quotes are brief, and a full sense of other times and places, which should be one of the virtues of such material, does not result. Student interviews of community members are commendable, as is the inclusion of remarks by children and famous people.

The inclusion of critical thinking, cultural diversity, patriotism, and civic values are satisfactorily treated. Students' thinking is engaged in considering issues or developing projects, such as pollution, Little League, the location of the national capital, and keeping customs alive. In such instances, differing viewpoints are represented, and the treatment is appropriate for third graders. The text also includes the experiences of men, women, and children of different racial, ethnic, and cultural groups. Interactions among groups do not receive adequate attention; deep use of primary sources and folk literature is not evident.

Principles of American heritage include presentations of the flag, the pledge of allegiance, national shrines, and songs of national cultural heritage. Such lessons as "The Constitution" and "Our Country's Government" are commendable, and students have opportunities to participate in citizenship-building activities. The focus on community and community government helps prepare students for participation in their rights and responsibilities in a pluralistic democracy. Facets of the historic struggle to extend Constitutional guarantees to all are also presented. "You Can Make a Difference" and "Helping a School" are among instances dealing with the important relation of education to democracy, but more and varied activities are needed to strengthen students' understanding of education's influence on the future, its connection to prosperity and citizens' welfare, and resultant advances in science and technology.

Voting, paying taxes, and helping a school are approached from the standpoint of ethics, and occasional examples of ethics in history are noted. Beyond civic values, close attention is not given to ethics. The sources of ethical ideas or the ethical stake in societal welfare receives inadequate treatment. Related to this is the slack treatment of religion. Brief descriptions of places of worship ("There are schools and places were people go to pray" and "A kiva . . . is a special room used by the Anasazi for religious ceremonies") are found. The text acknowledges the Pilgrims' interest in "a place where they could pray and worship God freely." No sense of religious passions, motivations, or the importance of the Constitution which supports this freedom is cultivated. Though it may have been regarded by the authors as developmentally inappropriate, the treatment of religion could have included more insights into the thinking and beliefs of peoples, their traditions, and religion as a basis for behavior.

Program organization and teachers' materials are satisfactory. The text contains graphics and pictures that were coordinated with topics presented. Interactive experiences, including technology and outside-of-school applications, are found. Active learning strategies are included,

with some emphasis on knowledge-level, paper-and-pencil tasks. The organization and activities seem appropriate to third grade.

The teachers' manuals and reference materials are understandable and satisfactorily presented, include some variety of recommendations, and are usable. The chapter organizer gives an "at-a-glance" inventory of features such as chapter theme, chapter objectives, teacher options, and a chapter planning guide. A section on correlations to standardized tests is indigenous to this manual. Other useful information organized in borders around the pages include a chapter opener, background information, reading strategy and vocabulary development, and preparation. Student activities are defined; however, there are many knowledge-level questions such as "Who is the speaker in the quotation?" These do not challenge students who are in the process of developing a higher intellect.

Ancillaries such as a workbook, chapter tests, reading and writing activities, and thinking skills activities provide teachers with further sources for extension of the teaching and learning, although many are paper-and-pencil-oriented or not appropriately challenging. Examples include some knowledge-level CAP-type bubble questions and workbook items. Although the variety of materials is good, many booklets are very small. The music tape, lyric book, and transparencies are of good quality.

Evaluation materials for the program are varied, including "Check Your Reading" questions at the end of each lesson, "Chapter Summary and Review" questions, and unit reviews. Although there appear to be emphases on "bubble" items in the testing program booklet, opportunities for students to respond in varied ways are included, such as writing essays, identifying information on maps and globes, and working with timelines. A page entitled "Correlations to Standardized Tests" is also listed. Additional opportunities for oral reports would be helpful.

### Macmillan/McGraw-Hill School Publishing Company
### *The World Around Us*
### Grade 5

An inadequate coverage of framework characteristics, goals, and strands keep this text from being appropriate for the California curriculum. The interest level and narrative style are rarely exciting and vivid. There is very little literature included in the materials to enrich and explain the content through stories of people, cultures, ideas, and events. Historical events are not described in sufficient depth to explain why events occurred and their causes and consequences.

The text attempts to cover Canada, Latin America, and years beyond 1850, and a survey approach is evident. Time is not available for sufficiently deep presentation of various cultures in American history, such as the Chinese railroad builders or the role of freedmen in early America. The major treatment of Native American cultures is isolated in one chapter, so students are not led to build valid cross-cultural generalizations.

In some cases the narrative style is acceptable, as in the story of the Pilgrims and certain "Read Aloud, Point/Counterpoint" selections. In the main, the style is centered on facts, dates, and events. Despite the use of a beginning, middle, and end, there are sometimes no clear explanations for events occuring where they did, their causes, and their consequences.

Skimming is a trait of the text on such issues as women's roles, American Indian viewpoints, California's geographic features, Hispanic settlement at the time of the westward expansion, and Puritan theology.

Critical thinking skills are developed in "Point/Counterpoint" and a thinking skills activity workbook. More examples of different viewpoints would have strengthened this aspect, especially as it relates to controversies, ethics, and religion. The Indian perspective, in the Indians' own words, of "The Trail of Tears," is not evident; one point of view apparently suffices for such topics as the Pequot War, the causes of the American Revolution and the Mexican War, European discovery, and resettlement of America.

Experiences of men, women, and children are included, yet the interactions among groups is sometimes absent. Some groups, such as black Americans at the time of the American Revolution, are discussed in isolated chapters. A lack of in-depth presentation affects the opportunities for students to consider the standards of ethical behavior and individual and social responsibilities, as in the cases of African American patriots, Quakers, the Zenger Trial, the Native American view of European invasion, conquest, and settlement. Some attention is given to the beliefs of Pueblos, Quakers, Mormons, and others, yet it is unclear how religion was a major force in shaping history. In the cases of Roger Williams, Anne Hutchinson, Toleration Acts, and Sunday Meeting, religion is referenced but not explained.

Although primary sources appear, they are comparatively few in number. Literature is not richly woven into the text, and it is not sufficiently used to demonstrate the inner life of people in other times and places. The main strategy seems to be the provision of an annotated teacher's and student's bibliography in the back of the teacher's edition. Readily available materials are apparently confined to two plays and a cassette of songs, with no added ancillaries to enrich this aspect of the text.

Materials rarely deal with the importance of education in a democracy. Educational institutions are dealt with but seldom with connections to preparation for citizenship. Exceptions might include comments on Frederick Douglass, Puritan children, and immigrants; still, Indian education, African American education under slavery, and education of Asians are not addressed.

In dealing with civic values and democratic principles, the writers include a summary of the Constitution and Bill of Rights for students, but the Constitutional Convention is covered with little mention of controversies and compromises over slavery. An audiocassette of patriotic songs is included for patriotic emphasis. Memorable addresses

are excerpted, but these are not always within the chronological emphasis of the course description.

The teacher's edition for the text includes an "Organizer" at the beginning of each unit and chapter which gives the teacher a planning guide. However, the "suggested pacing" seems unrealistic to adequately cover many of the topics "in depth." There are also a variety of activities suggested which include writing, research, or art, but these do not outweigh the preponderance of paper-and pencil-type work sheets included in the program. These work sheets rely frequently on lower-level thinking skills and do not often promote student learning and interaction in a meaningful way. It is admirable that the program tries to address the need for LEP activities. Some of these were not realistic for LEP students to complete, such as the "Radio Show" and the "Preamble to the Constitution" and, therefore, are of limited use because students are required to use language skills which they do not yet have.

There is a booklet of chapter tests, chapter and unit summaries, and lesson reading checks. Most items are of the objective type. Some are subjective, but critical thinking opportunities are limited. Coordination of test items in the *California Tests of Basic Skills* is made in the program; but because of widespread district use of the *California Achievement Test* and the state California Assessment Program requirements, these also need to be addressed in the program.

### Macmillan/McGraw-Hill School Publishing Company
### The World Around Us
### Grade 6

This program was judged to bear a very low correlation with the California framework's 17 essential characteristics, goals, and strands. Only about one-third of the text relates to California's sixth grade program, with the result that whatever skills are developed in the remaining two-thirds of the text are imbedded in content that will not be used for instruction under California's curriculum. Only units one, two, and three of the text provide a chronologically organized approach to ancient history. The text then plunges into a unit on the middle ages and early modern Europe (California's seventh grade program) and five units on the modern world, organized geographically by world regions. These units incorporate brief historical flashbacks, but these treatments are not chronologically organized as emphasized by California's framework, and in only one case (Africa) reach back into the ancient world, the focus of California's sixth grade curriculum. In short, only about 200 pages of the 583 pages of text are relevant to California's needs.

The major consequence of this textbook's effort to cover the whole of the world, from ancient through modern times, is a superficial treatment of much of the content it does include. For example, the important ancient civilizations of the Fertile Crescent are contained in three lessons mentioning the Sumerians, the Babylonians, and the ancient Hebrews.

Ancient India and China receive one lesson each. Ancient Egypt receives better development but is not related to other African civilizations. When Kush is introduced, it is 300 pages later and out of context in a brief historical flashback imbedded in the study of modern Africa.

This same sporadic development is found elsewhere in the text. For example, the lesson on China begins with geography, briefly visits the Shang dynasty, and then switches to topics on family, oracle bones, and writing. There is little mention of the extensive trade occurring in the ancient world among many cultures or of the important consequences of this trade on cultural diffusion.

The pace of coverage in the text discourages both in-depth treatment and rich narrative style. Students' interest may be piqued, but the narrative does not develop the rich historical events, conflicts, and personalities that would make the ancient world memorable to children.

The treatment of geography is a strength. Essential learnings are evident in the narrative, and support features, such as atlas and gazetteer, are included for students. Maps are cartographically well crafted and appear in a meaningful context coordinated with the narrative. This aspect could be strengthened by better infusing geography into historic content, as in the discussion of the Punic Wars, and by deeper text explanation for the fine maps.

Historical information is presented matter-of-factly, and occasionally a short excerpt from literature, an eyewitness account, or a vivid report is interspersed in the text. Sometimes, passages from classical sources, such as the Ten Commandments or the sayings of Confucius, are set off in the text. Overall, however, the tone of the text is flat and unimaginative. Excerpts are so brief that historical empathy and concern for ethical issues and cultural diversity may be launched but not developed.

Integration of literature and the humanities is not as full as might be hoped. A book of plays, brief excerpts throughout the text, and a reading/writing package with nonfiction and primary source excerpts are the most notable literature examples. The richest inclusion of the humanities is found in the study of ancient Greece. Art is incompletely treated, although pictures of artifacts and graphics do appear. More direct discussion or activities dealing with the arts and literature of various periods would strengthen the program. Primary source materials are often not identified as to source or author; most short excerpts are effectively used but not developed in broader context.

Thinking skills are encouraged in the "Building Skills" sections of the text, but the predominant focus in these well designed sections consists of learning examples outside of the framework's emphasis for sixth grade. Some key learnings, such as cause-and-effect and different viewpoints, do not seem to be addressed. "Linking Past, Present, and Future" and the teacher's manual offer a number of opportunities to discuss issues raised in the text; but because of the scope of coverage attempted by the writers, inadequate depth limits the promotion of many critical

thinking questions, as in the case of relating Greece and Rome to student experiences today. While the Elgin marble controversy is one noteworthy exception, print and nonprint items portraying a variety of perspectives on historical events are generally lacking.

Cultural diversity is weakened through insufficient treatment. Key women, such as the Queen of Sheba in relation to Africa and the Hebrews and Julia Domna and her influence on Roman politics, are mentioned. The perspective of youth is evident in one place, but other examples could not be found. In the three lessons on Rome, lives of particians and plebeians receive little comparison; students do not develop much empathy for Egyptian slave conditions. Cross-cultural comparisons are limited due to the thematic approach, as in the example of Kush.

Ethical precepts of the world's early religions are referenced, but a major contribution of ancient Judaism, ethical monotheism, is not mentioned. The amount of text devoted to Christianity and Buddhism is meager in relation to the impact of these faiths in world history. Only four key historical persons in early Christianity are mentioned, and Jesus is not referred to as the Christian Messiah—a cornerstone in Christian belief. The democratic safeguard of religious pluralism is mentioned in connection with Asoka, but linkages to modern U.S. history are not evident.

The "Building Citizenship" section of the teacher's edition allows for exploring civic values and democratic principles, and the teacher's text provides questions which complement this aspect. The evolution of democracy is not adequately developed or explored. For example, no information could be found to trace Greece's evolution from an oligarchy to a democracy.

Education's important connection to the flourishing of democracy is not emphasized. The differences in educational opportunities for women and the poor are noted but not examined critically. The importance of writing and scribes in ancient civilizations is described. Hammurabi, Plato, Solomon, and Socrates could serve as models of educated persons, but their lives are so varied that using them as examples may be too ambiguous for students to grasp.

Overall organization is adequate. The teacher's edition contains suggestions for reteaching, extension, and enrichment activities for meeting the needs of a variety of different students. Print materials contain an introduction, glossary, index, and activities.The text contains a preface and description of organization as well as material to be sent home to parents. "Reading Strategy and Vocabulary Development" suggestions for strengthening student comprehension are present.

End-of-chapter materials pull information together with time lines, lists of key figures, idea summaries, vocabulary, fact reviews, brief writing assignments, activities, skill-building review sections, and questions

linking past, present, and future. However, questions tend to focus on recall, lack student relevance, and sidestep ethical issues.

A workbook provides reviews of chapter facts and ideas. The nonprint material consists of a cassette of songs from different parts of the world and posters accompanying particular units. Videos, filmstrips, and software are suggested in unit organization descriptions. Technology-related materials were not apparent and, it can be assumed, are not available.

Students are encouraged and given a variety of opportunities to show progress at the end of each lesson. However, assessment does not seem especially well related to the California Assessment Program (CAP) or to evaluation through performance other than in small-group activities. Teacher assessment of written work or projects is the primary source of evaluation. Tests seem to focus primarily on recall but do ask students to write "short" and "long" answers. Students are expected to apply basic geographic skills and be able to effectively interpret graphics. Recitations, the acting out of scenes, and debates also are suggested for meeting individual student needs.

## Merrill Publishing Company
## *Human Heritage: A World History*
## Grade 7

*Human Heritage: A World History* shows an insufficient inclusion of the framework's characteristics, goals, and strands. Examples of sporadic treatment are numerous. The superficial treatment of African Kingdoms and Meso-America results in a lack of depth and perspective. Multicultural content is largely contained in "Cultural Closeups" and "People in History" sections that are brief and unevenly placed in the text. The absence of original sources and literature detracts from the cultural images presented and their importance. Passing reference to such works as *Song of Roland, Canterbury Tales,* and *Don Quixote* is not consistent with the intent of the framework. Rather than on the great civilizations that developed concurrently over a span of years, the focus is on a European perspective.

Geographic portions are most evident in a separate chapter, map skill sections, and unit introductions. Most maps are of good quality. The major themes of geography are not explicit in the narrative, and the atlas section does not identify projections used. Activities are often related to a comprehension check.

The program is not aligned to the seventh grade California curriculum. Of 668 pages, roughly 280 pages fall within the course description. The archaeological review is superficial; supplements on China and Japan are contained in the teacher's resource book; and there are few guidelines for implementing the supplements into the book. Material pertaining to Western Civilization is well written, with some depth of content.

***History–Social Science:***
***NOT RECOMMENDED***
*(Continued)*

The story line is often good, but the overall survey approach stands outside the need for an in-depth, global treatment of time from Rome's fall to the Enlightenment.

Topics do not necessarily build sequentially and chronologically. Mauryas and Guptas are sandwiched between the Vikings and the Byzantine Empire; and the Qin/Han dynasties are inserted between the early church and the Germans. Large amounts of material receive inadequate treatment, such as the Mayans and Africans. Medieval Japan, Meso-American cultures, Confucian China, Hinduism, and the Mongols together receive a total of 12 pages in the text itself.

Materials from literature and the humanities are found in the teacher's resource book and blue margin notes, but little effort has been made to interweave those materials into the student text. Primary sources are quite limited and not often integrated into the student narrative.

However, the writers achieved moderate success in developing critical thinking. Some activities, such as "Detecting Bias" and "Distinguishing Relevant Information," tend toward comprehension exercises. This text encompasses a greater span of historical eras than the seventh grade course calls for; many noteworthy examples of critical thinking are in units not addressed at seventh grade. Further, involvement with primary sources are not adequately provided for making generalizations, inferring, or deducing. Secondary sources dominate.

These factors affect other aspects of the text. As related to controversial issues, the great absence of primary sources precludes experiencing the opinions of a variety of participants. Depth, accuracy, and truth demand firsthand interpretation of events. Further, a variety of racial, religious, and ethnic groups receive limited treatment and, at times, seem to be add-ons. Women, while included, do not receive the necessary continuity for students to grasp fully the changes, for instance, from Aristotle to Thomas Aquinas and on to Voltaire and Rousseau.

Ethical issues are represented in the text, but some serious omissions in the arena of human rights are a detraction. The issue of trials in the Middle Ages and the Reformation is given little mention; no reference was found to the practice of sati in India or footbinding in China. Similar examples affect the depth of treatment.

The textbook reflects the importance of religion in history and introduces religions in historic context. There is some recognition, at least implicitly, of the importance of religious values. The descriptions of some Islamic religious ideas are inaccurate. The omission of original sources, particularly selections from sacred texts, deprive readers of substantial opportunities to understand intense religious passions that developed during the spread of Christianity.

The insufficient emphasis on the evolution of democratic ideas may be seen in the one-sentence treatment of the Magna Charta. The teacher's resource book provides activities to examine political revolutions, but

the Glorious and American revolutions are described but not really compared or developed in the questions. The American Revolution is given more coverage than the English Revolution in this world history text. Little linkage is shown between Locke's ideas and those of the treatment of the writers of the Declaration of Independence. Few examples of patriotic emphasis are evident, and the history of education is somewhat sparse. Types of schools, human models, and educational accomplishments are evident, but the view of education as power needs to be more explicit.

The program includes a textbook containing an introduction, table of contents, index, glossary, and activities appropriate to student learning. Only a portion of the latter feature applies to the seventh grade course content. The teacher's edition includes many suggestions to engage students in extended lessons, role playing, team learning, jigsaw, debates, and demonstrations. The day-to-day objectives are an excellent reference for a new teacher with few skills. The content is clear and is satisfactorily presented. The resource book and skills correlation provide a helpful outline from which teachers organize information and develop access strategies. The student activity book includes creative work pertaining to the Crusades, guilds, and the Globe Theatre.

Suggestions for extending the program to the home through parent and community involvement appear weak. Background materials for use of technology-related tools and recommendations for incorporating a wide variety of technology are not apparent in the manual. Concrete recommendations for helping students develop positive self-images and attitudes need to be explicitly stated.

Students are encouraged and given a variety of opportunities to show progress and evaluation at the end of each lesson. It does not appear that evaluation is geared towards portfolio assessment or student performance in groups. The workbook activities feature numerous lessons involving creativity, yet the most of the testing program focuses on recall and comprehension questions. Some opportunities for students to write are provided in both the activity book and chapter tests.

### Prentice Hall
### *The American Nation, 2nd Revised Edition*
### Grade 8

*The American Nation* addresses the characteristics of the framework inconsistently. Because the three goals are not adequately developed, the 12 curriculum strands are not integrated in a meaningful way. A few topics, such as the Progressive Movement, are covered in depth, and the curriculum incorporates some literature within the text. However, much of the material is written in survey style and attempts to cover much more than the framework specifies for the eighth grade level; over one-third of the book is extraneous for this curriculum. The controlled reading level stifles vivid and exciting narrative style and tends not to

sustain student interest, as in the account of "Trail of Tears." The ancillary source books, *Voices of Freedom* and *Constitution Study Guide* (essential parts of the program), contain valuable primary source materials but are not integrated within the total program or referenced in the teacher's edition. *Voices of Freedom* provides opportunities for in-depth treatment of topics, but there are no references keyed to its use in the teacher's materials.

The integration of literature and other humanities is limited. A listing of "Connections with American Literature" tries to make historical connections but seems superficial because the literature is not included in or integrated into the narrative. *Voices of Freedom* contains some literature selections which are not referenced within the text. A few songs are incorporated in the text, plus a lesson on using a song as historical evidence; no tapes are available with the series to make these accessible. Mention of the art, dance, music, drama, and literature of numerous cultural groups is notably lacking.

Some chapter openers attempt to present history as interesting and exciting, with a focus on dramatic events. Still, this exciting and vivid narrative style is not carried throughout the rest of the text. A modest strength is the way in which materials present an acceptable depth of content and variety of perspectives. Both the chapter and unit reviews have critical thinking sections entitled "Thinking About History" which are identified as sections teachers could use for above-average students. The "More to Do" sections in the chapter reviews give examples which can be used as critical thinking activities that move beyond discussion of paper-and-pencil tasks. The unit reviews contain a "Critical Thinking Skills" section, and the teacher's edition has critical thinking skills sections identified by both skills and location in the text. Controversies are frequently presented accurately and truthfully in a straightforward manner. Some differences of opinion are presented, as in Indian reaction to settlers moving into the Northwest Territory. Often, however, differences of opinion are not considered in depth. The causes and results of the Mexican War from Mexico's perspective are not well stated, for example, nor is the forcing of Native Americans onto reservations. The ancillary materials such as *Voices of Freedom* and the *Constitutional Study Guide* give the program strength in this regard. Through the use of primary source materials in *Voices of Freedom,* issues are clearly defined as to their major significance at the time they take place and in historical retrospect. The rights and responsibilities of citizens in a democracy regarding controversial issues become evident to students in the *Constitutional Study Guide's* special feature, "You Are the Judge."

The materials include the experiences of men, women, children, and youths as well as the experiences of different racial, religious, and ethnic groups. Interaction among groups receives some attention. Diverse cultural groups are depicted with accuracy, and historical presentation of diverse viewpoints and interpretation of historical events are important. Twenty-eight of the relevant time period source materials in *Voices of Freedom* are by women and ethnic and racial minorities. In its handling of controversies, the text and ancillaries allow students opportunities to

question the ethical nature of certain behavior. For example, a balanced presentation is made regarding Marcus and Narcissa Whitman and the Cayuse/Palouse response to the measles epidemic and the opening of the Oregon Trail.

The textbook and other materials reflect the importance of religion in history and give attention to the religious values held by some of the American people. For example, religious references tied to historically significant events are found concerning the Abolition Movement; *Voices of Freedom* includes "An Indian Prayer for the Sun" and "Prayer to the Young Cedar." Brief attention is given to Islam and Judaism, but Buddhism is not addressed. Indian religions are given some attention, but the significance of Indian religion in Tecumseh's Confederation is missing, and the significance of religion to the Nez Perce is omitted. Puritan Covenant Theology is not discussed, and the effects of the Puritan mission system are not evident.

Civic values and democratic principles are emphasized to an extent as students discuss the fundamental principles of democracy, the U.S. Constitution, and the Bill of Rights. Each unit contains a section entitled "Building American Citizenship," and ancillary materials (teacher's resource book, *Constitution Study Guide,* and *Voices of Freedom)* also address this aspect of the curriculum. Some discussion concerning the historical struggle to extend the guarantees of the Constitution to all Americans is notable. In addition, the text contains some relevant poems, songs, and legends, including the national anthem. The entire Constitution is located at the back of the book in a section entitled "Exploring Our Living Constitution." A student workbook on the Constitution is part of the program.

Materials to some degree reflect the importance of the role education plays in a democratic society. As an example, the section titled "Educated Americans" deals with education during the early 1900s. Models of intellectual development are given in *Voices of Freedom.* The text also includes pertinent comments of famous people; however, education is not linked strongly to the development of the nation and, therefore, does not give the students a consistent message that education is power.

Because the text and source book, *Voices of Freedom,* are organized and read like basal readers, the narrative is choppy and interspersed with questions. The teacher's edition is cluttered and difficult to follow. Isolation of the Constitution in the back of the book does not place it within its historical context. The materials do not adequately address the needs of limited-English-proficient children, and activities in the map packet tend to be busywork. The computer test bank is cumbersome, slow-running, and difficult to modify. The end-of-chapter reviews focus on the content nicely and contain some valuable skill material. The program is not integrated in its organization, and it is crucial that the source book *Voices of Freedom* be integrated and referenced in the teacher's edition.

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***NOT RECOMMENDED***
*(Continued)*

The teacher's manual contains a "Skill Development Chart" and a listing of special features in the beginning of the book for quick overview of the text. In the back of both teacher and student editions are a chronological listing of important events and developments and a listing of "Connections with Literature." This "flip and find" aspect in the teacher's edition is inconvenient. In fact, the lesson overview, historical sidelights, suggested activities, and answer keys are located in a separate section in the front of the book rather than with the appropriate page in the student text.

Student activities are defined, and some are varied and creative, such as dramatizing, developing a newspaper, and drawing a political cartoon. However, many rely on paper-and-pencil activities which do not promote active student participation. The chapter and unit tests have two different forms and are limited in scope by using matchup and fill-in questions which test only the knowledge level of learning. The essay questions involve one-paragraph answers, many of which do not meet California Assessment Program writing requirements.

Chapter reviews have some higher-level thinking activities, but it is unclear how the needs assessment of limited-English-proficient or English-as-a-second-language students are met.

### Prentice Hall
### *American Spirit*
### Grade 8

The *American Spirit* addresses the framework's characteristics inadequately. Causes and effects of historical change are sometimes insufficiently developed; the inclusion of various religions and cultures in American history is likewise uneven. History is not presented as an exciting and dramatic series of events bringing the past to life. In areas requiring in-depth, critical focus, such as the treatment of the framing of the Constitution, the text suffers from superficial skimming. Because the materials go far beyond the chronological scope of the framework's course description, unnecessary repetition of material among grades occurs in the early and late periods, and gaps in students' knowledge will result in those areas designated for in-depth treatment in the course description. The materials sometimes inadequately reflect the experiences of men and women of different racial, religious, and ethnic groups. Some major historical controversies are not utilized effectively for discussing the ethics of political decisions, and the role of religion in the founding of our nation is inadequately discussed. Geography is not adequately related to the studies, being confined largely to the beginning of the text.

Nevertheless, students are effectively helped to recognize that historians often disagree about the interpretation of historical events, and critical thinking skills are developed.

That the materials do not adequately reflect and support the framework's goals and strands is due, in part, to the absence of a teacher's manual, although there is some mention of the goals and strands in the introduction to the teacher's reference binder. In the binder and *Voices of America*, there is some support for essential learnings, but correlation with the text is poor.

The structure of the materials is fragmented. Enrichment of the essential learnings is inadequately offered in the student text, and this factor is only partially addressed in the the *Voices of Freedom* book and the teacher's reference binder.

There are inaccuracies and/or single points of view on many issues. For example, the description of the defeat of Custer implies that Native Americans were totally at fault. The integration of the humanities relies heavily on literature and artwork (limited largely to paintings). Inclusion of crafts, dance, or drama of different periods of American history is inadequate. Primary sources are found mainly in the supplementary materials, not in the narrative text. The material is generally presented in a chronological narrative, with the exception of the "lifestyles" chapters.

The narrative as a whole lacks the quality of good storytelling. Some vivid, dramatic, and exciting accounts of the triumphs and tragedies of men and women are found in the "Heritage," "People," and "Focus on Lifestyles" sections. But these accounts are segregated from the narrative by being relegated to these separate sections.

More characteristic of the text is the employment of short sentences in short paragraphs, a style unlikely to capture the interest of the student. Opportunities to give accurate and vivid accounts of forceful personalities are lost in the portrayals of Washington and the death of Lincoln. Similarly, the brief and general account of the Philadelphia Convention misses the opportunity to tell an exciting story full of dramatic events and human interest. How this historic drama is reduced to a bland and boring episode may be seen in the description of the upshot of the constitutional convention: "After many large and small compromises, members of the convention finally agreed on the Constitution we have today."

Sufficient space is lacking for in-depth treatment of priority topics. The consequences of events are not adequately developed, such as discovery, the spreading of diseases among the Indians, and the harsh treatment of slaves by slave traders. The Boston Massacre is inadequately developed in the narrative but is well developed in a skills section a hundred pages later. An excellent chart reflecting solid scholarship on the percentage of southern white families owning slaves in 1860 deserves mention.

In section, chapter, and unit reviews, opportunities exist to examine issues from more than one point of view and to learn critical thinking skills. The "Understanding Historical Decisions" and "Understanding Historical Focus" sections assist students in thinking critically both about the historical events they are studying and the historical writing

**History–Social Science:**
**NOT RECOMMENDED**
*(Continued)*

about those events. Support for higher levels of analytical thinking generally is not sufficiently provided in the text, though the "Great Debates" in the Workbook are helpful. An exception is the treatment in the text of *Plessy* v. *Ferguson*, which provides a good opportunity for developing higher-level thinking skills.

Debates of the times, while not always adequately treated in the narrative, are captured in the "Great Debates" of the teacher's reference binder. In addition, students are helped to recognize the existence of controversies among historians in the "Understanding Historical Focus" section. Students are further aided in recognizing different points of view and in distinguishing fact from opinion in such treatment as is given to the journal of Columbus and the Boston Massacre. In some instances, such as the treatment of Jackson's policy on Native Americans, presentation seems one-sided. Ethical issues are similarly underdeveloped, such as the "Trail of Tears," business ethics, landholding, and slavery.

There are some portrayals of diverse groups, but their interaction in United States history is not adequately depicted. Often, the only mention of cultural groups is found in the lifestyles section of the chapter, while in the narrative itself there is little or no development of the culture's contributions to America's culturally diverse tapestry. Examples include African culture and life before slavery and treatment of such groups as Hispanics and Asians. More satisfactory treatment of cultural diversity is found in the coverage of Native American life and in the list of Native American groups in the index.

Little attention is given to the religious beliefs, values, and assumptions people have held throughout American history, including the religious diversity of the many cultures making up America. When treated at all, religion is often only referenced and not explained, such as the mention of different religious views in the colonies, the Quakers, and the Mormons. Important facets or topics of religion such as the Great Awakening and the Second Great Awakening, the importance of the Indian Ghost Dance, importance of religious reformers, and lack of tolerance to Indian religion by the Puritans are missing. However, the "People at Worship" section makes an effort to give a more in-depth treatment of religion in the colonies.

The "History Through Literature" section of the teacher's reference binder includes one generally appropriate and effective selection of literature for each chapter and suggests some ways of using them; among the documents in "Voices of Freedom" are several good selections of literature as well. However, the literature materials are not appropriately interwoven into the context of the history–social science curriculum as required by the framework. There is little correlation, integration, and incorporation of other humanities such as drama, dance and music. Creditable use of primary source materials shows variety and value to topics. Most sources are cumbersome to use because they appear at the ends of chapters rather than integrated into the narrative. There needs to be some better-articulated means of facilitating primary sources contained in *Voices of Freedom* into the program.

Students are given adequate opportunity to discuss America's civic and democratic values. The text includes discussion of political cartoons, which provides a means of encouraging critical and creative thinking about opinions expressed in newspapers. There are opportunities for discussion of the Constitution and the Bill of Rights. The Supreme Court decisions provide important examples of our constitutional heritage. Ancillaries also provide materials pertaining to this component.

The materials could have been strengthened by a broader selection and integration of issues involving ethnic perspectives.

The program falls short, however, in inspiring understanding of and commitment to the best principles of the American heritage. Opportunities are often lost; for example, the authors do not include Nathan Hale's famous last words or identify his historical significance with the picture of his hanging. While materials include some patriotic documents, speeches, and songs in *Voices of Freedom* and the teacher's reference binder, such as "American's Creed" and the pledge of allegiance, more guidance to the teacher about how to use these in ways to meet this criterion would be helpful.

Materials give an historical account of education in the United States but give little sense of the role education plays in a democratic society. Materials also miss opportunities to relate benefits of an education to employment and the importance of education for minorities, such as Native Americans. Few connections between education and the contributions of men and women to American society could be seen. W.E.B. Du Bois is mentioned only in passing.

Organization of the materials is unclear. The student text, *Voices of Freedom*, and the teacher's reference binder are not adequately aligned into an integrated, constructive basal program with thematic coherence. The narrative is disrupted by chapters 7, 13, and 19, which are skill lessons on how to interpret sources and information from the materials. These lessons have merit in themselves but need to be better integrated into the text. Some graphs and charts are confusing and/or cluttered.

There is no annotated teacher's edition. Integration of history–social science with the other disciplines is insufficiently identified. No evidence was found of recommendations for helping students develop positive self-images and attitudes, and there is a need for more instructional opportunities for teaching students of different cultural backgrounds. Strategies for meeting the needs of the less-prepared, gifted, limited-English-proficient, and special education students and those with different learning styles are limited. Suggestions for extending the program to the home through parent and community involvement could not be found. There is a preponderance of work-sheet activities.

Despite these drawbacks, there are some commendable features. The table of contents reflects the chronological order of the narrative. Some of the chapter review exercises do allow the students to engage in active learning, such as the "writing about history" exercises. The glossary explains important terms in the narrative.

The assessment and evaluation materials offer few opportunities for students to engage in the many levels of critical thinking skill that are assessed by the California Assessment Program. Assessment materials have a narrow focus and do not address all of the varied areas of the curriculum. Some of the reading activities and other activities suggested at the end of each chapter could be used for assessment, particularly if some evidence were provided of their alignment with areas addressed by California Assessment Program.

### Scott, Foresman & Company
### *America: The People and the Dream*
### Grade 8

*America: The People and the Dream* is a textbook which addresses the framework's characteristics, goals, and strands unevenly. Although elements exist to justify some favorable comments, in summary the book is deficient in several key aspects required by the framework and its textbook criteria.

Throughout the 1980s various surveys showed that students rated social studies as one of their least favorite subjects because of its "dull" subject material. The Scott, Foresman text is frequently unexciting, stressing an undramatic, distanced view of developments that results in a somewhat dispassionate flow of events. A sense of individual struggle and impact is only occasional, and this most often occurs in sections separated from, rather than integral to, the regular narrative.

The text's writers make attempts at strong narrative by including intermittent "Story Well Told" sections and thumbnail "biography boxes" throughout the text. These "vitamin plugs" set amidst an unimaginative, history-as-usual account are insufficient to sustain student interest. The framework is explicit in its call for writing that is vivid, rich with human interest, with a tone of suspense that commands students' interest, attention, and respect. By contrast, this textbook's use of good story-telling techniques, anecdotes, literature, and primary sources is relegated most notably to isolated sections in the text; their actual inclusion as the principal means of narrative is seldom and brief.

National surveys reveal students' deplorable lack of understanding of geography. These findings refer not only to the use and interpretation of maps but also to an in-depth understanding of geographic changes, the impact of geographic factors on history, human movement and interaction, and regional development. Students need frequent opportunities for steady development of all geographic themes. Textbooks must, therefore, provide continuing, well-articulated development of geographic understandings and skills as well as opportunities for assessment.

The Scott, Foresman text lacks depth and breadth of most all geographic learnings. The absence of a rich, analytical treatment of essential geographic themes was one of the factors which made the text unacceptable

to the IMEP. One consistently developed activity is the practice of locational and simple map reading skills. The geographic skills workbook tends to emphasize basic skills development. The prologue to the text is a promising beginning as it introduces geographic themes. Beyond this, however, the development of geography lacks adequate depth.

Many lessons throughout the text have no clear geographic emphasis, and those that do fail to develop and deepen geographic learnings in a systematic and cumulative fashion. In those lessons bearing a stated geographic objective, the text is not always consistent in providing for both its development and assessment. The IMEP expressed dissatisfaction with the serious limitations of this text on these matters, and the commission concurs in its vote.

In a defense of its coverage of American Indian viewpoints and culture, the publisher wrote to the Commission that any issue not specifically mentioned in the framework unit descriptions automatically implies the exclusion of the issue. The Commission is compelled to respond to such an assertion. First, the framework is emphatic and descriptive in nature, not proscriptive; if the framework were required to include all that should be in a text, its girth would be almost as great as *America: The People and the Dream*. If one were to take the publisher's stance seriously, then there is no justification for their including such topics as the Oregon Trail or the Boston Massacre since those topics are specifically recommended in the framework for fifth grade, not eighth. Second, once a text author identifies and writes about topics consistent with framework content and intent, the IMEP is responsible for evaluating the treatment of those topics in light of in-depth treatment, multiple perspectives, cultural diversity, and other criteria. In this connection, the IMEPs were concerned that hardly any coverage of Indian culture or attitudes toward European settlement was incorporated into the chapter titled "North America Before European Settlement" or in the colonial era review. This type of exclusion weakens the case for the text's cultural balance, and the commission concurs with the IMEPs that the treatment of American Indian culture and viewpoints in these areas is weak. Relative to this issue, the commission also concurs that coverage of Chinese and Japanese groups, as well as religions other than Christian, is minimal.

Elements exist to justify some favorable comments: the text is centered on chronological history, major units of the framework are addressed, issues are set in historical context, and primary sources which appear at the back of the book provide greater breadth. However, the IMEP reported that the failure of the materials to develop fully the geographic literacy strand makes it unlikely that students participating in this program will achieve desired outcomes tested in the California Assessment Program. By strengthening the narrative and geographic development of the text, significant headway will be made in achieving a text closer to the intent of the framework. This represents a major rewriting task if the text is to be submitted for future adoption consideration.

## Walsworth Publishing Company
## *Horizons of California*
## Grade 4

In *Horizons of California* there is limited evidence of the major goals and strands. History and geography are presented as independent topics, as are the humanities and social sciences. Little geography is included, and what is included is presented as isolated or simplistic activities. The materials are presented largely through large-group instruction, which implies that the students will be passive learners of content. When included, more varied activities are not likely to build the essential learnings emphasized in the framework. Although the text contains many stories of human interest, the inclusion of literature is low, as are multicultural content and opportunities for students to apply critical thinking and develop perspectives regarding controversial issues. Few opportunities for students to participate in their school and home environment are suggested. Discussion of ethical and religious issues and civic values are only minimally provided.

The essential learnings in the goals and curriculum strands of the framework are not clearly reflected in the materials. Explanation of the development of the learnings is unclear because there is no scope and sequence included in the text or the teacher's material. The learning objectives in the teacher's guide seem to be limited to the lowest levels of the learning taxonomy and barely relate to many of the major concepts discussed in the text. Little evidence is provided that the essential learnings of the framework are progressively enriched throughout the grades. For example, basic learnings in geographic literacy and patriotic principles of American heritage are largely omitted in the fourth grade text.

Print and nonprint materials are related to the general course descriptions, and the overall focus is on chronological history. However, studies of cultures are not presented holistically or with sufficient depth. California Indians are sometimes lumped together, and their beliefs and ways of life generalized. The harsh treatment of the Indians during the mission period is described, but primary sources are lacking; the text treatment is such that the typical fourth grader is not helped to evaluate the circumstances as abusive.

The text is often fragmented, and the chronology and themes of the book are disjointed. For example, the discussion of water begins in Chapter 9 and concludes in Chapter 12, and the discussion of the Comstock Lode is placed between marketing oranges and drilling for oil. Though the materials are written in a varied and clean-flowing narrative, emboldened words in the middle of the text are distracting, and the inclusion of primary sources within the narrative without changing the type style is confusing to students. Human interest appears to be a central focus in some places in the text with vivid stories of the Donner Party and John C. Fremont, but the controversy and drama surrounding people's lives is avoided on many occasions. The San Francisco earthquakes are

described in a bland and boring fashion when dramatic eyewitness accounts are available in great number. John C. Fremont's role in California was described point by point, but no mention of the controversy surrounding his actions in California was developed; thus, the last two paragraphs of the section describing his court-martial and lack of support in California leave the students confused. Also, the Miner's Tax is discussed, but the hardships it caused for groups such as the Chinese and the conflict which resulted from its enforcement are never mentioned.

The narrative does not always explain cause-and-effect relationships nor promote thinking and inquiry because of its sometimes superficial or one-sided coverage. Such topics as the California Indians, Spanish discovery and settlement, railroad scandal, and the Silicon Valley are not given in-depth treatment. Throughout the text the writer fails to engage the reader with insightful, profound, analytical, or thought-provoking material. Although illuminating detail is evident, as in the cases of Esplandan, Francisco Lopez, discrimination, and education, details given by themselves do not constitute in-depth treatment and do not provide a high level of educational interaction. Multiple points of view are not evident which would allow various groups (e.g., women, children, ethnic groups) to achieve more extensive representation.

*Horizons of California* makes ineffectual use of literature and the humanities. Only a limited number of literature examples are found in the resource book; some of these are not given citations, and they are not representative of varied genre. They appear as add-ons and do not meaningfully support the content, the ideals, and the values of people during past periods. Few examples of the other humanities are included, and they do not represent the perspective of the varied disciplines within the humanities. Some of the art included is not clearly cited.

Although the text includes several varied primary sources to enable students to get an authentic sense of other times and places, several primary sources lack citations. Others appear as add-ons and do not profoundly enrich the narrative. In the section titled "Gold Mining," a photograph which is labeled "Placer Mining" is, in fact, hydraulic mining.

Students are given limited opportunities to examine issues from more than one point of view, as evidenced by the poorly developed treatment of the impact of the Gold Rush on the California Indians or the lack of differing perspectives on the issue of timber harvests. Although the narrative could have provided many opportunities for critical and analytical thinking, little support for the teacher is offered in the way of questioning strategies, activities, and differing points of view to promote this critical and analytical thinking; the questions at the end of the chapters and the work sheets in the resource binder are evidence of this omission.

Controversial issues in sections on historical events such as the Spanish Conquest and Colonization, Mexican War in California, Hispano land

***History–Social Science:***
***NOT RECOMMENDED***
*(Continued)*

rights after American acquisition, Native American genocide, and the New Immigration/Demographics of Modern California are not fully developed. Although the Railroad Scandal, Donner Party, Mexican repatriation, and Japanese internment are presented in great detail, the text fails to offer more than one point of view, present alternative concepts, or develop the issues to a higher level of taxonomy.

A profound or empathetic view of culturally diverse groups is not characteristic, although African Americans, the slavery issue, and women and property are presented adequately. A significant deficiency is the failure of the text to link discussions of various groups from past to present, prematurely cutting them off at a specific point in time (California Indians, 1850s; African Americans, 1860s; Chinese, Japanese, 1940s; and Mexicans, 1960s). Although some of these groups are mentioned in passing as modern-day residents of California who have had impact on the whole culture, a strong understanding of culture, demographics, or challenges is not evident.

Ethical issues are discussed several times, such as the Alien Land Law, the segregation of the Chinese, and the treatment of Chinese miners. Still, students are given little opportunity to reflect on the human rights issues involved and the role of citizens in a democracy to preserve these rights. Slavery and dueling are given equal headings, and the Black Bart scenario may charm readers beyond an ethical consideration of thievery.

Individual and social responsibilities toward such contemporary issues as air pollution and water conservation, included as significant topics in the text, are not adequately cultivated.

Although the text sometimes includes religions, such as when it names various Chinese religions, it gives almost no explanation of the values, beliefs, and assumptions people held resulting from religious conviction. In the treatment of Indian belief systems and ceremonies, beliefs are generalized, and no distinctions are made among different values and religious practices of the various Indian groups. The religiously motivated rebellions of the Modocs against the miners during the Gold Rush are not pointed up. Shamans are referred to as men when in reality most were women. Also, the worship activities of the Kuksu were referred to as the actions of a cult, not of a religious group. The mission system is described in such a way that the religious beliefs of Catholics are not presented, nor are the ways in which those beliefs conflicted with Indian religious ideas. Overall, the impact of religious beliefs on the history of California is given superficial attention.

Civic values and democratic principles are not fully developed. Constitutional concepts receive little substantive attention. Slavery in California is discussed, for example, but it is assumed that students understand the constitutional issues involved and contemporary conflicts over slavery and states' rights in other parts of the nation. The chapter activities give little or no chance for students to practice assuming the role or responsibilities of citizenship in making decisions or working together to

solve problems. The section on John Muir and Yosemite could have prompted discussion of citizens' involvement with the environment. The Spanish and Mexican governments of California are described in some depth, but no reference is made to contemporary California government with its special features of referendum, recall, and initiative.

Similarly, the best principles of patriotism and American heritage are not fully cultivated. The examination of Mexican repatriation fails to develop questions about citizens' rights, immigrants' rights, and government redress. Missing are copies of the California Constitution; U.S. Constitution; the Bill of Rights; and the development of the recall, referendum, and initiative processes in California.

Two chapters in the text treat education to some notable degree. The public school system and segregated and bilingual education are described, as is higher education. Nevertheless, education is not emphasized as an important factor in maintaining democracy. Models for intellectual development or examples of education's contributions to society are lacking.

The material includes a teacher's edition, computer disks, audiotapes, and teacher resource booklets containing lessons strategies, assessment materials, and maps. These do not provide adequate activities to achieve a well-organized and integrated program. The teacher's edition and computer materials need more development, geographic themes need to be stronger, and community/home resource needs to be included. Literature needs to be included or cited in the teacher's edition.

The teacher's manual is simply the student text with a few references or lead-in sentences which are not sufficiently helpful to a teacher unfamiliar with curriculum content to help students access the content. Few recommendations for teaching strategies and student activities to help them understand the content are provided. Chapter reviews emphasize terms, people, and recall questions, and the activities often require students to do additional research and write reports rather than provide varied ways of accessing content in the text. The computer disk of chapter reviews in the teacher's guide is identical to the chapter reviews in the student book. The teacher's edition does not provide an answer key to the recall questions, mentioning only references to pages where the answers are given. Of the activities listed in the teacher's guide, most are largely paper-and-pencil tasks, recall-level questions, and short reading assignments with comprehension questions. The bilingual activities are beyond the capability of many teachers and students to achieve. Commonalities between the goals of history–social science and other disciplines are never identified. Little is given to help students develop a positive self-image, and only limited instructional opportunities for teaching students of different cultural backgrounds are given. The assessment and evaluation materials offer little variety and minimally address the varied areas of the curriculum as evidenced in the chapter review features. The materials contain a number of errors in spelling, picture captions, and maps.

However, the text is to be commended for some insightful and detailed scholarship in several sections of the text, such as Spanish colonization, the history of water, and the discussion of Mexican immigration, Chinese immigration, and Japanese internment.

### Walsworth Publishing Company
### *American History for California*
### Grade 5

*American History for California* makes some attempt to meet the characteristics, goals, and strands of the framework, but the results are not fully developed. Learnings in the humanities, geography, and economics are generally developed as unrelated concepts. Sometimes themes, not chronology, are central to the narrative, and the flow of the narrative is broken as a result. History and geography are not well integrated, and some maps, like the map of Cabeza de Vaca, are inaccurate. Humanities and the social sciences are not well integrated, and their correlation with other disciplines is unrelated to the major purpose of the program. The literature and primary sources are limited in number and variety. There is little geography, and the maps offered are sometimes not titled. The materials lack supplemental literature or sufficient support for teachers of limited-English-proficient and English-as-a-second-language students. Strategies for active student participation, group involvement, and community links are rarely offered. When included, activities are not likely to build the essential learnings emphasized in the framework. The perspectives of Indians, Asians, and Latinos are sometimes offered, but they are limited, as in the discussion of Latinos, Chinese, and American Indians during the Gold Rush. Ethical and religious beliefs are limited. The narrative is not lively.

While the text roughly encompasses early American Indian time to the 1850s, it is not well integrated, planned, or richly developed. Explanation of the development of the learning styles is unclear. The teacher's edition does not articulate development of the essential learnings described in the curriculum strands, though the essential learnings are mentioned in the teacher's resource annual. The geography strand throughout the book is fragmented and disjointed; certain pages are mislabeled as prime examples of the basic learnings of geography in the framework, and terms not aligned with the framework are used. Limited nonprint material is contained in the teacher's resource manual, including computer disks and tapes to be used by students. The tapes and disks replicate the vocabulary terms and skills lessons, failing to intellectually challenge most students. The literature strand of the framework is addressed but is not developed by a listing of books in the resource manual.

Content and narrative are bland and centered on dates and events. Limited human interest is incorporated. The narrative does not provide exciting controversies, issues, or problems as turning points of dramatic

they will not be engaged in thinking critically, with empathy. The text does not capitalize on dramatic moments in history. Discussions of people are sometimes too brief; for example, Marcus Whitman and Henry Spalding are mentioned, but their historical significance is not developed. The use of too many block quotes is distracting to the flow of the narrative, as is the excessive use of words in bold type. The rationale for emboldening some of these words is questionable, such as *loincloth, unskilled, diet,* and *title*. Discussions of Daniel Boone and Abraham Lincoln are successful, however, and the narrative would be strengthened by the use of additional biographical presentations.

The organization of the topics is poorly developed, and the ideas presented fail to build on preceding topics. Historical events often lack development, explanation, and causation. The consequences of events, people, and movements are superficial and sometimes lacking. Too often, the materials skim over large amounts of material, simply naming people, places, and events. For example, sections on Indian removal and the significance of the Oregon Trail, the War of 1812, the Mexican War, and Cortes receive scant treatment. The contributions of Asians, particularly Chinese, are segregated in the last chapter and are not integrated into the text. Even then the treatment is superficial. The arts and humanities are rarely offered. In one instance the text mentions Cooper's *Last of the Mohicans* but does not offer an examination of the text or provide excerpts.

The few examples of literature are not sufficiently representative of varied genres. Sometimes the literature appears as add-ons and is not always meaningful in terms of content, ideals, and values of the time or of the diverse population of the United States. The Indian story *Little Turtle* is neither authentic nor well written. Literature is listed for every chapter but is not provided within the text. The art is not well integrated and is often art about the time rather than of the time. The songs and poems are good, but further development of other disciplines—music, science, and dance—is not evident.

More successful is the use of primary source material, which stresses quantity over quality. It is not always clear when the material is used in historical context or as an isolated add-on to the text. The Articles of Confederation and the Constitution of the United States are offered in very small print at the back of the book rather than in context. The document on tobacco is good, but its significance goes untold. The significance of the Pocahontas-Smith story is likewise unclear. Block quotes appear as fillers or add-ons and are limited in type. The document regarding the Quakers is one good example. Some primary resources are listed in each chapter, with some suggested activities to enhance the framework. Inclusion of both literature books and extended primary sources would enhance this series and make it a more complete program.

Treatment of some issues and personalities in a survey fashion diminishes the opportunities for critical thinking (e.g., in the treatment of Quaker pacifism during the Revolutionary War and the Trail of Tears). Review questions might be developed to extend the learnings beyond the

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***NOT RECOMMENDED***
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Review questions might be developed to extend the learnings beyond the narrative, but the teacher's edition almost totally lacks suggestions which would support and empower the teacher to enrich the learning experience. Most questions in the student's edition require basic recall, not critical thinking. The teacher's edition notation, "Answers will vary," is not always sufficient. Questions involving higher analytical skills are rare. One example of a critical thinking question demonstrates the questionable quality: "Have the students compare the supplies here [in a photo of people at Soda Springs] with what was on the Nina in Unit 2." In the resource manual, the reading plays require critical thinking, but it is doubtful that students will have built adequate background knowledge from the foundation laid in this program to create a meaningful and accurate play.

Related to this, the presentation of controversial issues is uneven. Some historical controversies are avoided or not offered in a significant manner. Students rarely experience the historiography of issues, and in some cases events and people are portrayed in a one-sided fashion. Controversial issues are sometimes mentioned but not developed. Although the framework asks for a discussion of the effects of European diseases on Indians, the topic is merely mentioned. The teacher's edition suggests that "the importance of knowledge and information in the events leading to the Declaration of Independence" be pointed out, but the materials are not provided, and no reference is made where supporting information might be found.

In the presentation of ethical issues as a part of the historical materials, there is no well-planned, sequential progression which would provide students an historical understanding. Little attention is paid to ethical issues in human history in accordance with the course description for this grade. Senator Everett's shock over the removal of the Cherokees provides students an opportunity to consider standards of ethical behavior, but the teacher's edition offers no support to expand upon the criterion. The treatment of Quakers and their pacifism during the Revolution is presented, but the teacher's edition makes no attempt to elicit discussion.

Religion receives a similarly unsatisfactory development. The materials do not reflect the importance of religion in history and give little attention to the beliefs, values, and assumptions of America's diverse peoples. Religions are referenced but rarely explained in terms of their significance as historical factors. Sacred texts are rarely quoted, and religious doctrines are avoided. The religion of the Aztec and their belief in the return of the Toltec god, Quetzalcoatl, receive little attention. The religious revitalization movement of Tenskwatawa, the Shawnee prophet, is referenced without a discussion of his violent doctrine or its importance to the Indian movement of the early nineteenth century. Tecumseh's confederacy was built on the religious foundation of Tenskwatawa, but this fact is not examined. The discussion of William Bradford does not explain his passionate Christian beliefs or their significance to American history. An engaging portrayal of Puritan life, especially as it relates to the family, is provided, but the Great Awaken-

Quakers are mentioned, but the materials do not develop these religious groups. The religions of Asians, Africans, and American Indians are only referenced.

The interaction of cultural groups is not well portrayed and does not always accurately reflect the diverse populations of the United States. The treatment of diverse cultures in Unit 8 is an attempt to link past and present, but the presentation fails in creating a sense of empathy. Integration of literature and humanities could strengthen the cultural diversity component.

Civic values and democratic principles are reflected in the general fundamental principles embodied in the United States Constitution. Nevertheless, students have few opportunities to reflect on their role in the continuing evolution of democratic and civic values. The materials offer little discussion of the Bill of Rights or specifics on the Constitution. The text places both the Constitution and the Declaration of Independence at the back of the book, not in their proper historical context. The materials do not prepare students to assume roles in a democratic society, but the presentation of the historical origin of basic constitutional concepts and rights includes opportunities for students to reflect on the American struggles and evolution toward civic values and democratic principles.

Patriotic emphasis is limited. Teachers are not provided strategies here to direct them to an opportunity to discuss patriotism. References to Franklin and Washington deal primarily with the economic aspects of their lives and not with their patriotic role in the American drama. The Trail of Tears incongruously precedes the song, *America*. Enriching poems, songs, and legends would have enhanced the presentation considerably.

Education is mentioned several times in the text, but its importance is not developed. The significance of education in preparing people to participate in a democratic society is unclear. Two exceptions are the references to education of children in Puritan New England, including "The Dutiful Child's Promise," and Lincoln's self-education, including his "insatiable desire for reading material." Unfortunately, the teacher's edition does not take advantage of the extensive narrative of Lincoln's formative years, and teachers are not encouraged to discuss Lincoln further as a model of intellectual development. Education relating to various ethnic groups receives scant treatment. The words of a Chinese immigrant and the reference to Indian education through stories are two commendable, yet brief, examples.

When viewed holistically, the organization of the program is vague and unclear. Materials are limited, narrow, and disorganized. The textbook does have a preface, table of contents, index, and glossary, but other vital elements are missing or insufficient.

The limited annotations in the teacher's edition do not provide sufficient suggestions for meeting the special needs of students with a wide range

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***NOT RECOMMENDED***
*(Continued)*

suggestions for meeting the special needs of students with a wide range of abilities, such as limited-English-proficient and gifted students. The narrative and chapter review questions provide few opportunities for critical thinking. Few teaching methods are recommended for use to engage students in active learning. Maps rarely demonstrate the major geographic themes; indeed, several maps are not even clearly titled. Although primary sources are desirable, this text has several block quotes which are too long. Graphics, images, pictures, and source materials are of poor quality. The quality of the technology materials is poor. Vocabulary terms and glossary definitions appear identically and redundantly in the book, on audiotape, and on the Apple disk. Chapter review pages are copied on the Macintosh disk, which, while allowing for flexibility in assessment, is still limited in terms of critical thinking. In summary, the computer software is superfluous, is geared toward lower-level thinking, and does not meet the special needs of a wide variety of students.

The teacher's resource manual, along with the teacher's edition, does not provide creative activities for students and lacks format and depth. The activities, asking students to skim a unit in order to locate vocabulary words or to fill in the blank from the American-wise bank of words are some examples of questions included. The teacher's guide resembles a student text; the size leaves no room for side bars for overviews of units; introduction of units, key terms, objectives, and ways to develop the unit are lacking. Teaching suggestions would be better utilized in the teacher's edition rather than the resource manual. Varied ways of extending students' learnings with resources are lacking. Maps are provided in the manual but not developed into visual learning activities. The reading play activities in the resource manual need to provide more background knowledge in the work sheet or text. Individual and group activities are left to teacher's discretion and creativity. Instruments to provide instructional opportunities for teaching students of different cultural backgrounds are not evident in the teacher's resource manual. The manner in which questions are answered by using page numbers instead of a helpful key is inadequate. The single slide per chapter that is offered seems insufficient. It would be beneficial for the teacher's resource manual or teacher's edition to contain more suggested strategies and materials for limited-English-proficient and English-as-a-second-language students. Also, there are few suggestions for community or parent involvement.

The assessment and evaluation materials for *To Form a More Perfect Union* provide few opportunities that encourage students to respond in varied ways such as oral and written reports stating and supporting a position. The program places a substantial emphasis on the measurement of lower-level skills and is oriented toward evaluation of recall skills rather than insight or understanding. Comprehension questions in the chapter review are provided at the end of each chapter under titles such as "Checking Yourself" and "Understanding Information." The "Making Decisions," "Developing Ideas," and "Linking Past to Present" questions suggest performance assessment. Assessment techniques requiring participation are rare. Some questions would have to be modified by

teachers for cooperative learning activities and collaborative assignment. Chapter reviews in the text and on the disks are not useful. The Appleworks Vocabulary Disk is unnecessary, unimaginative, and redundant. Teachers must develop strategies on their own to incorporate these features into assessment tools.

This program does not provide a variety of evaluative techniques, such as the teacher's evaluation of students' performance, student's evaluation of personal progress, or peer evaluation. Assessment and evaluation components are not provided for many areas of the curriculum evaluated by the California Assessment Program.

## Walsworth Publishing Company
## *American History for California*
## Grade 8

*American History for California* makes an effort to conform to the requirements of the framework. The text is commendable in certain aspects yet fails to reflect the framework's intent sufficiently throughout the book.

The text is properly centered on the chronological study of history, and there are several instances where historical cause and effect are well presented. However, there are many instances of inaccuracies or misleading descriptions. There are many good examples in the text of presenting history as a story well told, but in this respect, as in several others, the text is uneven, failing in some signal instances to bring the past to life, to portray the drama of history in an exciting way, and to portray forceful personalities effectively. Geography is presented infrequently as an integral part of the historical studies provided in the text.

The teacher's annotated edition does not clearly explain or articulate essential learnings as defined in the three goals and 12 curriculum strands of the framework. Geography terminology and development are not consistent with the framework.

An attempt is made to address the course description for eighth grade, but the historical structure is inadequately developed. The causes of the Revolutionary War are not dealt with sufficiently, and the discussion of the Indian removal contains inaccuracies. The Mexican point of view of the Mexican War is not adequately explored. In-depth cross-cultural comparisons remain difficult given the limited attention various cultures receive in these materials. The account of the impact of industrialization on the farmers does not sufficiently contribute to students' economic literacy.

Examples of vivid, dramatic writing occur intermittently, as in the treatment of the Civil War. But too frequently, the materials fail to tell an exciting story and do not seem likely to stimulate the interest or enthusiasm of students, as evidenced in the discussion of industrial growth and farming, which is bland. Human interest is incorporated

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effectively on some occasions, as in the treatment of Harriet Tubman, but too many opportunities are missed. Washington's journey from Mount Vernon to New York City and the failure to identify those who refused to sign the Constitution are two examples. Some major events are not adequately set in historical context; the materials, to their credit, quote Patrick Henry's famous utterance, "Give me liberty or give me death," but offer insufficient context to convey the dramatic significance of those memorable words. The inclusion of several other independence movements in connection with the American movement toward independence is not given sufficient treatment to achieve the desired coherence, richness, and sense of cause and effect. Poor choices of words or images verge occasionally on historical inaccuracy, as in the statement, "By 1890 the frontier was declared dead."

The authors deserve credit for several richly detailed, in-depth treatments of topics. The story of the arrival of immigrants and the account of the African heritage of American slaves are two such examples. The deliberations of the Constitutional Convention point up the significance of the event, though it is not presented vividly enough to bring it to life. The Mexican War is not sufficiently developed for students to understand or discuss it. Treaties between the U.S. government and the Indians are not discussed in a way that would enable the student to understand adequately the causes and consequences of the events. Sometimes misleading or inaccurate descriptions occur.

Explicit attention is paid to critical thinking in chapter reviews. Questions are organized to begin at a lower level and progress to a higher level of thinking skills. This commendable design is not developed to full advantage since the actual questions do not effectively elicit higher levels of analytical thinking.

There are many examples of factual and accurate presentations of significant historical controversies. Differences of opinion about the Trail of Tears are commendably presented, and the treatment of the controversy over the creation of a national bank and over the Alien and Sedition Act adequately captures the debates of the time. Conveying the popular support for Indian removal from their tribal lands raises the significant issue of the extent to which justice can be expected to arise automatically from democracy. Treatment of the Mexican efforts to impose Catholicism and the Spanish language on the Texans raises the interesting and delicate question of the claims of sovereignty versus the claims of civil liberties and cultural identity. But the text often does not develop the controversy with sufficient depth, clarity, or comprehension. The Texan desire to establish slavery and the Mexican opposition to it, for example, are not treated, and the issue of responsibility for the Mexican War is inadequately handled to offer a fair depiction of the different sides of the matter.

Women, children, and many ethnic groups are not richly portrayed. When presented, the discussions suffer from single vision, bias, or omissions. Cultures other that white European appear often merely as victims, such as the Plains Indians, and the discussion of immigration

emphasizes the nativist viewpoint. The treatment of both slavery and the African American heritage is incomplete, but the presentation of Harriet Tubman is well done. The text does mention some of the women involved in the Abolitionist Movement but falls short of elaborating on their importance.

The text pays occasional attention to ethical issues, but there is not a well-planned, sequential discussion of many of the issues. Few opportunities are provided for students to consider standards of ethical behavior and to reflect on individual and social responsibility for civic welfare in the world today. Human rights issues have a narrow focus, but several anecdotes throughout the book could be used to discuss ethical issues.

The materials do not reflect the importance of religion in history, giving little evidence of the importance of religion to the settlement of the colonies or the force of Puritanism as a cause of the Revolution. When treated, religion in history is often only referenced and not explained, as in the discussion of the Ghost Dance, where the doctrines of the Sioux are not developed as a cause of the Battle of Wounded Knee in 1890. The religious ideas of various immigrant groups are rarely mentioned, and the effect of the Second Great Awakening on the women's movement is not developed. Sections from religious texts are insufficient.

Several noteworthy examples of primary sources are utilized, including letters, newspapers, song lyrics, and a slave poster. Print sources are woven into the narrative, but the use of many extensive block quotes is distracting. Although photos are used, some are of poor quality, and not all of the sources are identified.

Poor quality is also a factor in the art commissioned, as well as the poor way in which artwork is identified and weakly supports the narrative. In fact, the examples of literature and the humanities do little to enrich history–social science. There is insufficient treatment of the impact the fine arts have on society. The preface promises to offer only a "sprinkling of literature along the way," and the text fulfills the promise.

Students have some opportunity to discuss the fundamental principles embodied in the U.S. Constitution. However, major concepts in the Constitution, such as separation of powers, limited government, and federalism, are not identified or discussed. The text misses opportunities to develop students' understanding of democratic principles. For example, the text introduces the interesting conflict between President Jackson and the Supreme Court over the enforcement of the *Worcester* v. *Georgia* decision but fails to develop the significance of this constitutional crisis. Minimal opportunities are given for students to reflect on their role in the continuing evolution of democratic and civic values or the importance of education in a democratic society.

The text fares better with patriotic content. There are a few memorable addresses by historical figures presented in their historical context, such as Lincoln's Gettysburg Address and the Declaration of Independence. The text itself calls attention to thoughtful appeals for patriotism in

***History–Social Science:***
***NOT RECOMMENDED***
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historical context, as in the account of Madison's reflection on the need for people to rise above their own self-interest and work for the common good. Some of the patriotic songs included help create a commitment to American principles of freedom for all citizens. The portrayal of Harriet Tubman is an inspiring example of patriotism. Walt Whitman's "O Captain! My Captain!" effectively supports the narrative. In the main, minorities (notably American Indians, Hispanics, and Asians) are rarely represented as patriotic citizens.

The various components of the program are not coordinated with each other. The slides and audiotapes are of little value. The computer disks of chapter tests are merely the same material as in the chapter reviews in the text. There are insufficient activities for meeting the needs of students of varying ability levels. The activities suggested are primarily paper-and-pencil activities, and there is little inclusion of hands-on lessons or out-of-school application. A glossary of terms and pictures of presidents are provided.

The teacher's manual and reference materials are unclear and unorganized, give few recommendations or alternatives, and are confusing to use. Students' activities are poorly described, offer little variety, and are not creative. The chapter reviews, instead of assisting the teacher by providing the answers to the questions, cite page numbers only. The goals, objectives, and varied evaluation components for each unit are not closely correlated with the student's textbook. The teacher's edition does list unit objectives and skills, but there are few suggestions given as to what portions of the chapter might best address the items. Commonalities of the goals of history–social science with the other disciplines are not indicated. Instructional approaches for meeting the needs of students with different learning styles, limited-English proficiency, or other special needs are not addressed. Most suggestions for teaching strategies or various learning activities are found in the resource binder instead of the teacher's manual itself. Limited assistance to teachers is provided in the teacher's manual for expanding the learnings and concepts given in the student text.

The assessment and evaluation materials for the program offer little variety, provide few opportunities for students' participation in the processes, and minimally address the varied areas to the curriculum. No evidence could be found that the assessment activities are tied into the areas addressed by the California Assessment Program. Tests in the resource binder are not indexed. The chapter checkups and work pages in the teacher resource binder assess knowledge; however, there are few opportunities to assess critical thinking, valuing, or social participation. Greater variety of evaluative techniques is needed, as well as more provision for evaluating students' performance, students' evaluation of personal progress, and peer evaluation. The oral and written reports and projects for stating and supporting a position are limited.

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